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Each of the 18 basic vocational directions (occupational clusters) has a general role description, relevant personality traits, and types of interests generally considered to be compatible with that occupational cluster. The Branch of Counseling and Testing Services developed the "Counselor's Desk Aid" to facilitate use of the "Counselor's Handbook" (ED 023 857) by employment counselors in state employment offices. Vocational counselors in schools, rehabilitation agencies, etc., should also find these publications useful. In addition to occupational information in capsule form, the "Desk Aid" contains sample worksheets and checklists for use with individual counselees. (CH)

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COUNSELOR'S DESK AID

EIGHTEEN BASIC VOCATIONAL DIRECTIONS
SUMMARY INFORMATION

U.S. DEPARTMENT OF LABOR W. Willard Wirtz, Secretary
MANPOWER ADMINISTRATION

VT006359

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DESK AID

EIGHTEEN BASIC VOCATIONAL DIRECTIONS
SUMMARY INFORMATION

UNITED STATES DEPARTMENT OF LABOR
W. Willard Wirtz, Secretary

MANPOWER ADMINISTRATION

BUREAU OF EMPLOYMENT SECURITY
Robert C. Goodwin, Administrator

UNITED STATES EMPLOYMENT SERVICE
Frank H. Cassel, Director

PREFACE

This Counselor's Desk Aid, Eighteen Basic Vocational Directions, is to be used in conjunction with the Counselor's Handbook. These two publications are designed primarily for the use of employment counselors in State employment local offices. However, they should be useful to vocational counselors in other settings, such as schools and rehabilitation agencies.

The purpose of the Desk Aid is to facilitate the use of the Counselor's Handbook by providing some of its information in capsule form and to furnish worksheets and checklists which can be reproduced for use in individual operating situations.

This Desk Aid was developed in the Branch of Counseling and Testing Services by Jewell Boling under the general direction of Norman E. McGough, Chief of the Branch of Counseling and Testing Services. Grateful acknowledgement is made to various persons in the State, regional, and national offices who have contributed much to the form and content of this document.

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PUBLIC SERVICE contains those professional and related people who exist in the greatest numbers and with whom everyone is most familiar -- our teachers, librarians, clergymen, physicians, pharmacists, nurses, policemen, judges, lawyers, counselors, social workers. The common aspect which relates their work is that they apply ORGANIZED KNOWLEDGE to working with the problems of people and their professional relationships with them are governed by established standards of competence and ethics.

Although the approach to solving other people's problems may be as diverse as that of the lawyer and the doctor, there is a requirement throughout the public service field that workers have a core knowledge of human psychology and social processes. Many of the jobs demand people who are interested in the "why" of human nature and who are skillful in spotting key facts in complicated human situations. Such people may be required to evaluate and deal with human problems not only as isolated phenomena but also as related to a community, or perhaps to society broadly; in short, to the world we live in. The emphasis in some of the jobs is on the application of a body of organized technical knowledge (e.g., dietetics, library science) to help people with their problems.

These people are rewarded by prestige deriving from trusted position and opportunity to influence the values of society and promote human growth and achievement. Their lives are stimulated by the many creative relationships with others which are possible. Their stresses come mainly from the difficult, often insoluable, human conflicts they are called upon to mediate or the problems they are expected to help work out, all of which may make their tasks emotionally exhausting in the commitment of self which is involved.

APPRAISAL CLUES

Clues for potential in this direction may be found in pursuits that show motivation to work with the problems of others: achievement in social studies: participation in service and civic groups: leadership in schools, clubs, or other community organizations; and bent for learning, evidenced by broad background of knowledge. Scientific interest may be important. For the majority of the jobs, candidates must have the willingness and the capacity to engage in extensive professional preparation.

Persons who score well on general intelligence measures and show evidence of high verbal aptitude may find this a profitable direction of exploration. Many jobs provide opportunity for persons with high numerical aptitude. Clerical aptitude is frequently an asset, as are form perception, motor coordination, finger dexterity, and manual dexterity. Spatial perception may be an asset.

TEMPERAMENTS

Frequent	Variable
Valuative	Versatile
Objective	Influencing
Gregarious	Rigorous
Dominant	Adaptable to Specific Instructions
Self-Controlled	

INTERESTS

Frequent	Variable
Social Welfare	Scientific
People and Communication of Ideas	Abstract, Creative
	Business Contact
Prestige	Working with Machines, Processes, Techniques

PUBLIC SERVICE

EDUCATION
LIBRARY, ARCHIVAL, AND MUSEUM
JUDICIAL SERVICE AND LEGAL
RELIGION AND THEOLOGY
GUIDANCE AND SOCIAL WORK
HOME ECONOMICS AND DIETETICS
PROTECTING, PUBLIC SERVICE
PHYSICIANS AND RELATED
NURSING
MEDICAL TECHNICIANS AND ASSISTANTS
PHARMACY
MORTICIAN SERVICE

BASIC VOCATIONAL DIRECTION - THE SCIENCES

The SCIENCES contain the people who apply ORGANIZED KNOWLEDGE in pursuits to increase man's understanding of the universe, including himself, or to extend his control over the forces of nature. The results of science have touched nearly everything we do and have influenced nearly everything we know about the world around us. To the scientist, usually, his work is more than a livelihood: it is a way of life.

All scientists have a core knowledge of science and mathematics. They tend to be characterized by strong curiosity drives, a critical and inquiring mind, facility in abstract and logical thinking, and often the creative capacity to conceive hypotheses and theories. Basic science, especially, requires the individual who is deeply committed to his work, willing to apply great concentration and emotional energy in the pursuit of new knowledge. But combined with the intensity of his feeling for his work, a scientist must have the capacity for detachment from his own ideas and findings so that he may put them to impartial test.

The scientist is rewarded with prestige in our society. This is true regardless of his work setting, government laboratory, university research center, or industrial enterprise. His ego involvement in his work may be great and he has excellent opportunity for achievement and recognition. For many in scientific work, however, the work itself is the great adventure and its own reward. Stress may be part of the highly competitive scientific endeavor. Or the researcher may feel it as a result of the sustained and diligent effort which is necessary when working towards distant goals and hazardous success.

APPRAISAL CLUES

Clues to potential in science may be indicated by interest in physical and social phenomena demonstrated by self-initiated projects requiring intellectual, mechanical, or scientific activities -- especially when in the course of such pursuits does not take the beaten course, but successfully tries out daring and unusual ideas. All science and mathematics courses are pertinent. The preferred high school foundation includes strong emphasis on science courses, mathematics, and languages. Look for -- Science Award Winners, such as Westinghouse competitions. Recipient of scholarships and fellowships. Membership in honorary societies. Junior Academy of Sciences. Future Scientists of America. Science Fair activities. Scientific collecting. A persistent interest in science displayed early in life. Willingness and capacity to engage in extensive academic or professional preparation, or, for supporting work, appropriate technical training. Persons who score high on general intelligence tests, and with strong verbal, numerical, and spatial aptitudes may wish to explore THE SCIENCES. Depending upon the individual job, form perception, clerical perception, motor coordination, finger and

TEMPERAMENTS

Frequent
- Objective
- Valuative
- Rigorous
- Dominant

Variable
- Versatile
- Self-Controlled
- Adaptable to Working in Isolation
- Gregarious

INTERESTS

Frequent
- Scientific
- Abstract, Creative
- Prestige

Variable
- Nature and Outdoor Life
- Things and Objects
- Social Welfare
- People and Communication of Ideas
- Working with Machines, Processes, Techniques

THE SCIENCES

MATHEMATICS AND LOGICAL SYSTEMS
BEHAVIORAL SCIENCE (PSYCHOLOGY, SOCIOLOGY, ETC.)
LIFE SCIENCE (BIOLOGICAL, AGRICULTURAL, HEALTH)
EARTH AND ATMOSPHERIC SCIENCE (GEOLOGY, METEOROLOGY, OCEANOGRAPHY, ETC.)
ASTRONOMY AND SPACE SCIENCE
PHYSICAL SCIENCE (PHYSICS, CHEMISTRY, ETC.)
LIFE SCIENCE TECHNICIANS
PHYSICAL SCIENCE TECHNICIANS

DOT Codes on Worksheet IV

In answering the question, "What is engineering?", the Dean of the School of Engineering of the Massachusetts Institute of Technology, Gordon S. Brown, calls it the "organized forcing of technological change." A more traditional recent definition is that engineering "applies the concepts and discoveries of science to the practical needs of the human community, its health, prosperity, and individual fulfillment." Our present-day technological society is largely the product of the engineering of science.

The engineer's role is difficult to define. Roles range from that of the engineer-scientist to that of the engineering technician. To distinguish engineers from scientists, it might be said that whereas the scientist may work with no aim but discovery and understanding, the engineer is always oriented towards purposeful action. The engineer-scientist or research designer may direct his efforts toward gaining new knowledge, but this in itself is never his final end or goal. To him knowledge is important in that it can be put to use in developing or improving products, devices, systems, processes, or constructions. Other engineers are concerned with reducing the theoretical work of the scientist or engineer-scientist to practical form in development laboratories and in industrial establishments. Still other engineers are engaged in conventional engineering practice which involves great responsibility and much technical decision-making, but not high innovating capacity. Fields of technical work such as air flight, drafting, surveying, and radio operating are closely related to engineering.

APPRAISAL CLUES

Clues to potential in engineering may be indicated by interest in physical phenomena as demonstrated by self-initiated projects requiring intellectual, mechanical, or scientific activities. Leisure pursuits related to scientists, engineers, and engineering technicians are similar. The intensity and originality with which the hobby is pursued, and the emphasis upon its theoretical, technological, or mechanical aspects may be more important than the kind of hobby. All science and mathematics courses are pertinent. Look for -- Science Award Winners such as Westinghouse competitions. Recipient of scholarships and fellowships. Member of honorary societies. Science Clubs and Science Fair participations. "Jet" Engineers Club. Junior Achievement Week activities in science and engineering. Junior Engineering Technical Society. Reading interests in technology. Modelmaking and amateur designing. Scientific experimentation. Logic and mathematics games. Inventing gadgets, etc. Tangible constructions of every kind. Persons who score high on general intelligence tests, and with strong verbal, numerical, and spatial aptitudes may wish to explore ENGINEERING AND RELATED. Depending upon the individual job, form perception, motor coordination, finger and manual dexterity may be assets.

TEMPERAMENTS

Frequent	Variable
Objective	Versatile
Valuative	Self-Controlled
Dominant	Gregarious
Rigorous	Influencing

INTERESTS

Frequent	Variable
Scientific	Abstract, Creative
Prestige	People & Communication of Ideas
Things and Objects	Working with Machines, Processes, Techniques
	Business Contact
	Social Welfare
	Tangible, Productive Satisfaction

ENGINEERING AND RELATED

INDUSTRIAL ENGINEERING
STRUCTURAL ENGINEERING
AGRICULTURAL ENGINEERING
MECHANICAL ENGINEERING
AERONAUTICAL AND AEROSPACE ENGINEERING
CHEMICAL, METALLURGICAL, AND CERAMIC ENGINEERING
NUCLEAR ENGINEERING
ELECTRICAL AND ELECTRONIC ENGINEERING
MINING AND PETROLEUM ENGINEERING
ENGINEERING TECHNICIANS
DRAFTING
SURVEYING, MAPPING AND LANDSCAPE DRAFTING
AIR FLIGHT (PILOTING, CONTROL TOWER OPERATING
    AND RELATED)
AUDIO AND VIDEO TRANSMITTING AND RECEIVING
TECHNICAL PHOTOGRAPHY

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - BUSINESS RELATIONS

BUSINESS RELATIONS people apply ORGANIZED KNOWLEDGE in activities as diverse as accounting, market and motivational research, purchase and sales work, personnel administration, advertising and public relations. These people are strongly oriented to economic values, attracted to the competition of the market place, and expert in cultivating good-will. They share a life style which requires a businesslike appearance, personable manner, and effective English to communicate clearly, orally or in writing.

People in business relations pursuits typically study problems which are related to fiscal organization, industrial production and marketing, or consumer preferences and purchasing habits. They tend towards setting goals for themselves which are difficult to attain and exercising their utmost in strength and talent to advance their personal progress and that of their employing organization. They take pride in their role which they see as generating the *elan vital* that keeps the economy lively and society stable.

People in business relations range from the fiercely individualistic entrepreneur to the team personality who has become known as the "organization man." The occupations occupy a continuum from the fixed and structured, exemplified by the discipline of accounting, to the shifting and unstructured, typified by public relations which can accomodate backgrounds as diverse as sports, religion, medicine, and agriculture, as well as the creative generalist.

Many occupations in business relations require a knowledge of psychology, sociology, economics, or other social science. Accounting, statistics, and programming may be combined with legal, engineering, management and even scientific training for occupations which require a multi-disciplinary approach. For many types of purchase and sales work, the liberal arts and business administration are a main recruiting source. Talented people who leave school early or who dislike committing themselves to one profession find opportunity in business relations.

APPRAISAL CLUES

Socially inclined pastimes which indicate curiosity as to why and how people react and an eagerness to participate in the world's affairs. Good conversationalist and ability to extemporize or "ad lib." Activity in student government, school, church, or club paper. Literary club. Running for office or campaigning. Debating, public speaking. Parliamentarian. Treasurer or fiscal manager of group. Advertising manager or selling ads for yearbook. Sports leadership. President fraternity or sorority. Attending fashion shows. Part-time department store or dress shop job. Conducting surveys and interviewing. Canvassing. Moneymaking sidelines: door-to-door selling, paper route, soda-pop stand, miniature golf, selling souvenirs or refreshments. Dramatic, radio, or TV publicity participations. Reading: fashion magazines, Wall Street Journal, Fortune, Banking, Nation's Business, Business Week. Courses: general cultural, social sciences, distributive education, accounting, public relations, business administration. Intelligence, numerical and verbal aptitudes.

TEMPERAMENTS

Frequent	Variable
Dominant	Versatile
Gregarious	Self-Controlled
Influencing	Objective
Valuative	Subjective
	Rigorous

INTERESTS

Frequent	Variable
Business Contact	Scientific
Prestige	Abstract, Creative
People and Communication of Ideas	Things and Objects

BUSINESS RELATIONS

ACCOUNTING WORK
MATHEMATICAL ANALYSIS
PURCHASE AND SALES
ADVERTISING AND PUBLIC RELATIONS
MARKET AND MOTIVATIONAL RESEARCH
TRAFFIC MANAGEMENT
PERSONNEL MANAGEMENT

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - MANAGERIAL

MANAGERIAL involves the people who apply ORGANIZED KNOWLEDGE to plan, coordinate, and supervise an organization or work activity, either in accordance with specified policies and principles or on their own initiative and authority. On the whole, people do not make vocational decisions in terms of managerial and supervisory levels of the fields of their choice. It may be expected rather that they will grow into these levels on the basis of work experience and indications of leadership capacities which develop on the job. Managerial work, although traditionally identified with such personal qualities as leadership and initiative, is becoming increasingly dependent on organized knowledge in such diverse fields as finance, distribution, personnel, and public relations, and on technical information about the particular products or services which are managed by the worker.

APPRAISAL CLUES

Clues to potential for MANAGERIAL WORK may be indicated by leadership and organizing capacity demonstrated in relation to any activity. Student government leadership. Participation in civic and social activities requiring the planning of work and the execution of activities cooperatively with others. Carrying out self-initiated projects. Holding offices, either by election or appointment. Community project organizing. Chairmanship of community projects. Athletic or other school management enterprises. Civil organization leadership, e.g., scouts, reserves. Social group managing, e.g., outings, dances. Hobbies involving periodic planning, e.g., fraternity or sorority programs for year. Church leadership in such activities as building funds, young people's programs, decorations committees, charity drives, or serving as program director for special events. Organizing and directing any activities for civic betterment or reforms. Any evidence of ability in group situations to arouse in people constructive attitudes of enthusiasm, loyalty, responsibility, and cooperation. Any business or institutional administration or related courses; supervisory or foremanship courses of any kind; organization and planning courses.

TEMPERAMENTS

Frequent	Variable
Dominant	Valuative
Versatile	Objective
Gregarious	

INTERESTS

Frequent	Variable
Prestige	People and Communication of Ideas
Business Contact	

MANAGERIAL

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - THE ARTS AND RELATED

The ARTS AND RELATED contains the people in those occupations which are known as fine and commercial arts, architecture, music, literary work of all kinds including journalism and advertising, copy writing, choreographic art and dancing, dramatics, lecturing and similar public appearance work, modeling, soothsaying, sports, acrobatics, magic, and variety entertainment specialties. Not only creators and interpreters are included here, but many occupations which are art-related. These latter provide opportunity for an artistic talent to "hitchhike" on another activity, as do the scientific illustrator, the technical writer, and the music teacher.

The only factor in common among the people who populate these diverse occupations is that they share a special talent of some type which is sufficiently developed that they are able to exploit it occupationally. Such a talent usually subsumes the creative imagination necessary to generate new ideas, originate new forms, or to conceive innovations in the interpretation of previously existing art forms.

APPRAISAL CLUES

Cultural and artistic pastimes. Pursuits as an individual or as a member of a group which involve art or art-related activities. Work samples. Scores on tests of artistic, musical, literary, or other artistic aptitude. Opinions of qualified critics. Public or private performances which have won recognition. Published works. Recitals. Art exhibits. Guest performer. Recognition in amateur performances. Related reading interests.

TEMPERAMENTS

Frequent	Variable
Subjective	Gregarious
Valuative	Versatile
Rigorous	Dominant
	Influencing
	Adaptable to Specific Instructions
	Objective

INTERESTS

Frequent	Variable
Abstract, Creative	Business Contact
People and Communication of Ideas	Social Welfare
Prestige	Scientific
	Tangible, Productive Satisfaction
	Things and Objects

THE ARTS

ARTISTIC WORK, TWO DIMENSIONAL
SHAPING (SCULPTURE) AND KINETIC ART
ARTISTIC ARRANGING
ARCHITECTURE AND LANDSCAPING
ARTISTIC PHOTOGRAPHY
MUSICAL DIRECTING
MUSICAL COMPOSING
MUSICAL WORK, VOCAL
MUSICAL WORK, INSTRUMENTAL
CREATIVE WRITING
COPY WRITING
JOURNALISTIC WRITING (EDITING AND REPORTING, PRESS, TV, RADIO)
TRANSLATING AND INTERPRETING
TECHNICAL WRITING
PUBLIC SPEAKING (LECTURING, TV, AND RADIO ANNOUNCING)
DRAMATIC PERFORMING (ACTING)
MODELS AND STAND-INS
RHYTHMIC PERFORMING (DANCING)
SPORTS AND ATHLETIC PERFORMING
ASTROLOGY AND SOOTHSAYING
ENTERTAINMENT WORK, VARIETY
ENTERTAINMENT WORK, PROMOTIONAL AND DISPLAY

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - CLERICAL

CLERICAL contains the people who are typically concerned with written or printed communications, records, and other forms of verbal or numerical data. They deal with data through such processes as recording, computing, checking, classifying, coding, sorting, compiling, filing, and mechanical reproducing. The activities of the workers ordinarily require of them ability to perceive verbal or numerical symbols readily and accurately and to comprehend their meaning. Although clerical work is mainly concerned with data, workers may be required to relate in various ways to people, to business machines, and to materials being checked, handled, exchanged, or otherwise dealt with.

Because clerical occupations tend to require facility in linguistic and mathematical processes, the mental ability and educational development standards for clerical work are relatively high. However, because clerical workers do not normally originate the data with which they work, they are not usually called upon to exercise high levels of creative imagination, as, for example, in literary work, or independent judgment in contributing to or using organized knowledge. Some planning enters into many types of clerical work, but when planning is a major function, the occupations are considered managerial. Public contact functions appear strongly in CLERICAL WORK, but are secondary to the numerical and verbal functions.

APPRAISAL CLUES

Any school, club, or other voluntary activities involving numerical or verbal record keeping, or filing. Serving as chairman or member of such committees as Editorial, Publications, Periodicals, Publicity, Library, Permanent Records, or related offices. Writing for contests. Editing school or club publications. Keeping attendance or collection records for organizations. Taking inventories and keeping stock and equipment records for social, athletic, or similar groups. Being property manager for club, church, or civic group. Taking charge of club or school supply room. Serving as treasurer of club, church, or other group. Poise, good manners, and tact. Neat, well-kept appearance. Good command of oral English. Intelligence, verbal aptitude, numerical aptitude, motor coordination, and finger dexterity in varying combinations tend most often to be important in clerical work. Clerical perception is an ability which is useful in any clerical occupation. All commercial courses: e.g., Bookkeeping, Business Arithmetic, Business English, Clerical Procedure, Filing, Office Machines, Office Practice, Stenography, Typing.

TEMPERAMENTS

Frequent	Variable
Rigorous	Adaptable to Repetitive Work
Objective	Versatile
	Adaptable to Specific Instructions
	Gregarious
	Self-Controlled
	Valuative
	Dominant

INTERESTS

Frequent	Variable
Business Contact	Routine, Concrete Organized
	People and Communication of Ideas
	Prestige
	Working with Machines, Processes, Techniques
	Scientific

CLERICAL

SECRETARIAL AND STENOGRAPHIC
TYPING
CORRESPONDENCE AND COPY EDITING
PERSONNEL WORK (CLERICAL)
FILING AND CATALOGING
COMPUTING
BOOKKEEPING AND RELATED
PAYING AND RECEIVING
PRODUCTION RECORD WORK
CLERICAL MACHINE OPERATING
STOCKKEEPING
SCHEDULING
CODING AND DECODING
UNDERWRITING
INFORMATION AND MESSAGE DISTRIBUTION
DUPLICATING MACHINE OPERATING

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - PUBLIC CONTACT

PUBLIC CONTACT contains the people who are typically concerned with communication of a face-to-face nature. This contrasts with clerical people who are largely involved with communication on the basis of written records. Qualification for public contact work depends primarily upon the ability to relate effectively to other people, but clerical ability is also needed for jobs involving clerical tasks. The more demanding public contact jobs require the social insight to evaluate human personalities and guage their reactions. However, public contact workers are not required to have a professional understanding of the individual in the sense of the lawyer, clergyman, counselor, or social worker. In the simpler jobs, workers deal with the public in superficial, transitory types of business situations, involving only routine questions and answers. More difficult jobs require the exercise of judgment and reasoning in carrying out rules and regulations and the type of outgoing personality which generates easy communication with others.

In many types of selling, there is required a capacity for energetic promotion, skill in persuasion, determination to convince, and attitude of equanimity in the face of resistance, indifference, or affront.

The carrying out of many transactions on a verbal basis requires good hearing and a memory for names, faces, and details. Because the jobs depend so much upon the personal qualities and general educational development of the worker, specific specialized training is not emphasized and the generalist often finds opportunity.

APPRAISAL CLUES

Clues for potential in this direction may be found in pursuits that indicate preferences centered around events and personalities. Club membership, sports activity, or other pursuit involving meeting and associating with people. Serving on membership, reception, or other committee devoted to greeting, assisting, or similarly contacting people. Ushering and giving information to people at bazaars, fairs, auctions, school, church, or other public events. Casual work in store, service station, or entertainment facility. Sense of appropriate grooming. Poise, good manners, and tact. Personable in total personality effect. Pleasing speaking voice with good modulation and clear enunciation.

Courses: Business Arithmetic, Business Psychology, Distributive Education, English courses, Etiquette, Interviewing Techniques, Oral English, Personality Development, Public Relations, Public Speaking, Reception, Salesmanship courses of all kinds, Switchboard Operating, Telephone Usage, Typing.

Verbal is the most frequently used aptitude. Numerical aptitude, clerical perception, and form perception are used less frequently.

TEMPERAMENTS

Frequent	Variable
Gregarious	Influencing
	Valuative
	Self-Controlled
	Adaptable to Repetitive Work
	Dominant
	Subjective

INTERESTS

Frequent	Variable
Business Contact	Things & Objects
People and Communication of Ideas	Routine, Concrete Organized
	Prestige

PUBLIC CONTACT

GENERAL PUBLIC CONTACT WORK
CUSTOMER SERVICE WORK
AUTOMOBILE SERVING ACTIVITIES
MISCELLANEOUS PUBLIC CONTACT WORK
SELLING

DOT Codes on Worksheet IV

SERVICE contains the people who provide more or less personal service to others -- the beauticians and barbers, hostesses, practical nurses, cleaning people, attendants, cooks and waitresses, baby sitters, companions, taxi drivers, and general maids to name a few. SERVICE differs from PUBLIC SERVICE in that the services are much more under the direction and control of the person being served.

The SERVICE worker may be required to subordinate himself to an employer or customer and maintain a subservient attitude. However, in occupations such as the exclusive hair stylist, the head waiter, the chef, the make-up artist, or the high-rise apartment manager, hauteur may be more descriptive of the personality role. Nevertheless, it is usually the case that the SERVICE worker devotes his time to waiting on others and he is often economically dependent upon their tips. This tends to emphasize his subordinate position and unequal social status. For some persons, a SERVICE role is stressful on this account. The SERVICE worker may render highly esteemed services to others and derive self-fulfillment from the feeling of being valued and needed.

For some service workers the duties are informal, unspecified, or vaguely circumscribed. Others work in an institutional setting with duties strictly regulated by formal guides, schedules, and sanctions. Some workers must acquire finesse in catering to one personality; others must adapt to a wide variety of individuals. For some, the contact with others is transitory; others must adjust to intimate, prolonged, and daily contact with the person being served.

SERVICE jobs which require licensing, as barbers, beauticians, and embalmers, are entered by technical training. Specialized training is required for airplane hostesses, cooks, nurse aids, electrologists, and the like. Busboys, soda dispensers, and many kinds of attendants need only short on-the-job demonstration. Companion, escort, matron, and similar hardly involve vocational preparation at all, but frequently need a relatively high level of general educational development and social intelligence to meet the cultural and other demands of their work. An increasing number of two-year technical institutes and junior college courses are becoming available for service occupations.

APPRAISAL CLUES

Preference for a service, rather than an industrial or office, environment. Pleasing manner and appearance. Activities demonstrating dependability in caring for children: "baby-sitting," volunteer child care. Self-developed skill in cooking. House cleaning responsibilities. Waiter or waitress at school, club, or church luncheons, dinners. Volunteer nursing. Red Cross home nursing and first-aid courses. Interest in doing personal tasks for others such as curling hair, fixing nails, or giving home permanents. Running errands, carrying groceries, delivering messages, shoe shining. Serving as host, hostess, usher, at any function. Spare-time taxi driving. Casual work: amusement park, hat or coat checker, porter, yard worker, window washer. Verbal ability is used in many of the jobs. Some require numerical aptitude and form perception. Motor coordination, manual and finger dexterity are used in many jobs.

TEMPERAMENTS

Frequent	Variable
Adapt. to Spec. Inst.	Valuative
Gregarious	Subjective
	Self-Controlled
	Adapt. to Rep. Work
	Versatile
	Dominant
	Influencing
	Rigorous

INTERESTS

Frequent	Variable
Business Contact	Tang., Prod. Satis.
Social Welfare	Peo. & Com. of Ideas
	Scientific
	Prestige
	Things & Objects
	Working with Mach., Proc., Tech.

SERVICE

FOOD PREPARATION AND SERVING
COOKING
BARBERING
COSMETOLOGY
HEALTH CARE SERVICES
CHILD CARE
HOSPITALITY AND ESCORTING SERVICES
LODGING SERVICES, N.E.C.
CUSTOMER SERVING, N.E.C.
BUILDING SERVICES, N.E.C.

DOT Codes on Worksheet IV

PRIMARY OUTDOOR is a basic vocational direction which people with an overriding preference for an outdoor environment may explore. Its activities involve fundamental natural processes associated with (1) Farming, (2) Marine Work (including navigating water-going craft and catching and breeding aquatic life), and (3) Forestry (including logging and forest preservation). The importance to some people of an outdoor environment as a setting for their work has been recognized in many resources widely used in guidance and personnel work. The Kuder Preference Record is an outstanding example.

Because so many of the habits, attitudes, sensitivities, and knowledges needed in primary outdoor occupations are most deeply and easily established in childhood and youth, one should think twice before suggesting certain primary outdoor callings to anyone reared in a city environment. However, technology has provided easy communication with remote places, creature comforts and conveniences, machine substitutes for manual labor, and other means of reducing the contrasts between urban-industrial and primary outdoor environments and activities.

Training for occupations in the PRIMARY OUTDOOR group varies greatly. Mechanization has revolutionized many jobs, altering training requirements. However, the best initial training for farming, fishing, seafaring, hunting, or logging still is to grow up in a family that follows the pursuit. Experience as a hired worker often provides the necessary background. Extensive, organized courses in agricultural technologies are taught on various levels in high schools, colleges, and through extension services. In the field of Marine Work, most Navigation jobs are apprenticeable, but technical preparation is required for some. Technical training is required for various other types of PRIMARY OUTDOOR occupations.

APPRAISAL CLUES

Clues for potential in this direction may be found in pursuits that show motivation to be physically active and out in all kinds of weather. Grange, 4-H Club, or Future Farmers of America activities. Any hobbies involving exploring or observing weather conditions, plant growing, animal care, or wildlife. Science Club activity involving projects such as planting trees, collecting meteorological data, insect control. Scout experience and earned badges in all phases of outdoor life, such as nature study and camping. Fishing, swimming, boating, hunting, trapping, target practice, training dogs or other animals, fish breeding, enjoying parks, picnicking in woods, going on camping trips and "roughing it." Reading: Field and Stream, Nature Magazine, Outdoor Life, farm journals and other publications devoted to outdoor living and working. The jobs in the field are diverse in aptitude requirements. All aptitudes are assets according to the type of job. The physical aptitudes of motor coordination, finger dexterity, and manual dexterity are widely involved in the activities.

TEMPERAMENTS

Variable
Adapt. to Working in Isol.
Gregarious
Self-Controlled
Dominant
Versatile
Adapt. to Spec. Inst.
Valuative
Objective
Rigorous

INTERESTS

Frequent	Variable
Nature and Outdoor Life	Scientific
	Working with Mach., Proc., Techniques
	Peo. & Com. of Ideas
	Tang., Prod. Satis.
	Prestige

PRIMARY OUTDOOR

FARMING
FISHING (INCLUDES HUNTING AND TRAPPING
AQUATIC ANIMALS)
NAVIGATION
MARINE LIFE CULTIVATION
FOREST CONSERVATION
LOGGING AND RELATED
HUNTING AND TRAPPING (FOREST ANIMALS)

DOT Codes on Worksheet IV

PROCESSING contains those industrial people who treat materials, usually to alter their working or composition characteristics. On craft levels they may employ extensive knowledge of a material and the complicated processes involved in its manufacture. Craft workers operate or control equipment such as mixing machines, extractors, cookers, vats, tanks, stills, ovens, kilns, furnaces, reactors, accelerators, etc. They take readings in such terms as pressures, temperatures, and weight or volume measures. They observe control panels, dials, oscilloscopes, and continuous graphs. They exhibit adaptability to a production environment, respect for scientific principles, and capacity to work with formulas and precision instruments.

On coordinative levels, PROCESSING people do not require extensive knowledge of physical, chemical, or other nature of process with which they are working. The procedures are established and the worker is not required to vary or adapt them to meet specific conditions. A worker's decisions are based chiefly on immediate and simple sensory criteria. Only routine formulas and chemical tests, if any, must be understood and used. Sensory acuity may be involved in observing such things as changes in color, textures of surfaces, odor, taste, or temperature, and in giving attention to continuous processes.

PROCESSING workers often need an ability to withstand more than ordinary environmental discomfort such as: intense heat from furnaces; poisonous fumes from strong chemicals; splashing from quenching liquids; noxious odors from acids, fermenting solutions, etc. They frequently wear protective clothing or equipment under these conditions and in jobs involving radiation hazards, as in atomic energy.

APPRAISAL CLUES

Clues to potential for PROCESSING work may be found in activities related to production chemistry or other area of applied science. Having own chemistry set or lab in which tests chemical reactions with instruments, tends containers in which chemical reactions are taking place, and uses extreme care in handling critically reacting ingredients; e.g., chromatography, distillation, precipitation with reagents, annealing, electroplating, and crystallization. Dyeing. Paint mixing. Fumigating. Baking, cooking, or other form of food processing, including killing and dressing of animals. Courses such as chemistry, science, materials testing, physics, metallurgy, electroplating, annealing, cleaning and dyeing, and related courses in industrial arts. Form perception, spatial, motor coordination, finger dexterity, manual dexterity, intelligence, and numerical aptitude in some combination. Clerical perception is utilized in jobs which involve reading dials, measuring devices, and indicators of various kinds.

CRAFT LEVELS

TEMPERAMENTS		INTERESTS	
Frequent	Variable	Frequent	Variable
Rigorous Objective	Self-Controlled Valuative	Working with Mach., Proc., Techniques	Scientific

COORDINATIVE LEVELS

TEMPERAMENTS	INTERESTS
Frequent	Frequent
Adaptable to Repetitive Work Adaptable to Specific Instructions Rigorous	Things and Objects Routine, Concrete Organized

PROCESSING WORK

PROCESSING CRAFTS
PROCESSING - TENDING
PROCESSING - FEEDING-OFFBEARING AND HANDLING

MACHINE WORK contains the industrial people, N.E.C., who operate, tend, or drive machines. Workers are usually identified with the machine or equipment they operate. People who choose machine work as a vocational objective should not mind being in a mechanized environment and working in a fixed location. They should be able to adjust their responses to pace set by a machine or to a complex series of machine operations.

On trade levels of machine work the worker must be able to control the operation of a machine or the sequence of the process which is being carried out by the machine. The quality of the product or the functioning of the mechanical system will be dependent upon the worker's comprehension of the operation of the machine and his skill and judgment in setting up, adjusting, or controlling the machine to maintain it in proper function.

On coordinative levels workers are not required to set up or make complex adjustments to machines. On this level the most critical requirement of workers is that they be able to give close and sustained attention to the operation of machines which have already been set up or programmed to perform their operation. Control of automated and many automatic machines is exerted by finger-tip action on machine controls. Control panels may be relatively simple or highly complicated. For these workers who are engaged in manually operating, offbearing, or feeding repetitive machines, the chief requirement may be physical endurance and capacity for rapid and continuous muscular action.

Training and educational requirements for jobs in machine work are diverse. Jobs in fields such as machining are usually apprenticeable. Industrial schools offer training for many kinds of machine operators from textile machine to construction equipment operating. Technical schools offer preparation for some kinds of machine jobs. On many jobs, the journeyman becomes so after working up from helper status. Some jobs are entered only after progressive experience through a series of lower level jobs. Many jobs are routine, require only a short training time, and do not afford any channels of advancement to higher jobs. Some jobs require the worker to deal with complicated work specifications and require an educational background of high school graduation or more. Other jobs, as in heavy equipment operating, which are very highly skilled, still have no set literacy requirements, and are indeed said by some training schools not to require literacy as a prerequisite.

APPRAISAL CLUES

Habits in everyday life of observing machines in operation to see how they function. Liking to try out machines. Good driving record. Liking to visit factories, shops, and other places where machines are. Operating saws, looms, punch presses, or other machines in high school or shop course. Operating a printing press to get out school paper. Having a home workshop. Model-making. Summer job working around construction machines. Skill in operating household equipment of any kind. Courses: driving, heavy equipment operating, machine operating courses of any kind, machine shop, sewing machine operating, shop mathematics. The perceptual aptitudes of form and spatial are widely used in machine work, as are motor coordination, manual and finger dexterity. Numerical aptitude is needed in many jobs.

TRADE LEVELS

TEMPERAMENTS		INTERESTS	
Frequent	Variable	Frequent	Variable
Rigorous	Versatile	Working with Mach., Proc., Techniques	Tang., Prod. Satis.
Objective	Self-Controlled	Things & Obj.	Bus. Contact

COORDINATIVE LEVELS

TEMPERAMENTS	INTERESTS
Frequent	Frequent
Adapt. to Rep. Work	Things & Objects
Adapt. to Specific Instructions	Routine, Concrete Organized

MACHINE WORK

MACHINING
PRODUCTION MACHINE OPERATING, N.E.C.
HEAVY VEHICLE OPERATING
VEHICLE DRIVING

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - BENCH WORK

BENCH WORK contains the industrial people who are engaged in hand work which involves the worker with relatively small parts, objects, and materials, or with associated inspectional activities. Extensive hand movements are involved in most of the activities associated with bench work, but in inspectional activities the emphasis is upon sensitivity to visual, auditory, tactile, and other stimuli. Persons with a preference for industrial pursuits that are relatively sedentary and passive in nature (as compared with highly active jobs such as occur in Structural Work, for example) may find suitable jobs here.

These workers often work in a fixed location in a mill or shop area, and at a bench, work table, or conveyor. They frequently use bench power tools and may operate one or several large stationary machines as an adjunct to the hand skills. At the more complex levels workers follow patterns, diagrams, or other exacting specifications, use a variety of hand tools, and assume responsibility for meeting standards. Workers on the less complex levels are required to follow standardized procedures.

These workers tend to be characterized by an attitude of carefulness and respect for tools, equipment, and materials. For many of the jobs the worker needs a sense of color, form, and proportion to achieve finished appearances in accordance with craft standards. For some, tactual sensitivity to handle delicate parts or judge smoothness, roughness, contour or other surface qualities of objects. On the more routine levels of the work, there is often required adaptability to maintaining a tight time schedule all day in order not to hold up an assembly line.

Jobs of a bench work nature vary considerably in nature of training. Many are apprenticeable. Others require training in a technical or trade school. Many are of the type which the worker learns by beginning as a helper or routine worker from which he works himself to craft level status. On the lower levels, many bench work type jobs do not lead to a higher level at all, and the worker may not look forward to a promotion line which will bring him to craft status.

APPRAISAL CLUES

Leisure pursuits which have indicated an inclination to do fine work with hands: Repairing articles. Making trinkets and jewelry. Constructing chairs, tables, benches. Framing pictures. Repairing watches, clocks, cameras. Tooling leather objects. Making objects from sheet metal. Carving. Stuffing and mounting animals and birds. Fancy work. Modeling in sand, papier mache, or other material. Hand upholstering, wallpapering, weaving, knitting, hand weaving, sewing. Exhibiting at Arts and Crafts Fairs. Model building or ceramics. Courses in Industrial Arts, Applied Arts, and hand crafts of any kind. Form perception, spatial aptitude, numerical aptitude, motor coordination, manual dexterity, and finger dexterity are abilities frequently required. Consider any casual work evidencing adaptability to inspectional activities or ability to maintain pace set by a factory assembly line.

CRAFT LEVELS

TEMPERAMENTS		INTERESTS	
Frequent	Variable	Frequent	Variable
Rigorous	Subjective	Tang., Prod. Satis.	Things & Obj.
Valuative			Scientific
Objective		Working with Mach., Proc., Techniques	Abstract, Creative

COORDINATIVE LEVELS

TEMPERAMENTS		INTERESTS	
Frequent	Variable	Frequent	Variable
Adapt. to Rep. Work	Adapt. to Spec. Inst.	Things & Obj.	Tang., Prod. Satis.
Rigorous		Rou., Con., Organized	

BENCH WORK

BENCH CRAFTSMEN
BENCH WORK, PRODUCTION ASSEMBLING AND RELATED
BENCH INSPECTING AND RELATED

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - STRUCTURAL

STRUCTURAL WORK contains those industrial craftsmen and supporting workers who are involved in the positioning, cutting, fitting, joining, or finishing of structural materials. These workers need physical agility and ruggedness to work in changing positions, frequently involving climbing and exposure to the weather. They may be required to have a knowledge of the physical properties of materials such as stress resistance, durability, strength of seams or joints, and resistance to weather. The work generally occurs outside a factory or shop environment, but it may occur in connection with the assembly of structural materials on factory production lines. Tools used are usually hand or portable power tools. The work is done on objects such as buildings, bridges, ships, airplanes, tanks, or motor vehicles.

It is typical of people in structural crafts that they obtain a sense of satisfaction and achievement from taking raw materials and "creating" or "making something" out of them. This may be a finely fitted door, completely painted and finished room, steel boiler that works, or well laid out water supply system. Capacity for spatial reasoning and appreciation of precision in measurement are important. In many of the jobs the worker needs enough sense of color, form, and proportion to achieve finished appearances which are neat and attractive. Some jobs require the craftsman to approach artistic standards of workmanship. However, "rough" structural work accomodates the most uncouth of workers. Much structural work is carried out by "teams" or "crews" and the worker may need to adjust to being one of a group. Structural work provides considerable opportunity for workers to establish an individual business. Many people prefer structural work to other trades because they can work outdoors.

Journeyman status in structural crafts may be achieved by formal apprenticeship, learning the craft under an experienced worker, or progressing from helper through intermediate jobs to journeyman status.

APPRAISAL CLUES

Habits in everyday life which have indicated an interest in building and pride in workmanship. Drawing plans for and building chickenhouses, breezeways, bird boxes, dog houses, window boxes, etc. Building fish or lily ponds, bird baths, garden walks, or patios out of cement. Laying flagstone terrace, linoleum, a tile hearth. "Do-it-yourself" activities such as repairing and painting a house or room; wallpapering a room; painting or "touching up" the automobile; patching a leak in the roof; repairing the plumbing. Building an outdoor barbecue of brick. Model making. Carpentry workshop. Boy Scout merit badge in painting or other craft. Courses: Building trades, manual training, mechanical drawing, model building, sheet metal, shop, trowel trades, woodworking. Numerical aptitude, spatial aptitude, form perception, motor coordination, finger dexterity, and manual dexterity in some combination.

CRAFT LEVELS

TEMPERAMENTS		INTERESTS	
Frequent	Variable	Frequent	Variable
Rigorous Objective Valuative	Self-Controlled	Tang., Prod. Satis. Working with Mach., Proc., Techniques Things & Obj.	Abstract, Creative Outdoor

COORDINATIVE LEVELS

TEMPERAMENTS		INTERESTS	
Frequent	Variable	Frequent	Variable
Adapt. to Spec. Inst.	Rigorous Self-Controlled	Rou., Concrete, Organized Things & Obj.	Tang., Prod. Satis. Outdoor

STRUCTURAL

STRUCTURAL CRAFTSMEN
STRUCTURAL WORK, COORDINATIVE

DOT Codes on Worksheet IV

MECHANICAL AND ELECTRICAL WORK contains the industrial people in the mechanical and electrical trades and supporting occupations. Trade level workers must be able to reason in terms of mechanical or electrical principles and to diagnose and correct faulty systems operation: read blueprints and diagrams; and use hands and small tools such as screwdrivers, pliers and calipers, expertly. In mechanical trades the emphasis is upon understanding the functional nature of machines and ability to visualize the interaction of parts and forces. In electrical trades the emphasis is upon understanding concepts such as voltage, amperage, circuitry, etc., and the functioning of systems which are activated by electrical forces. These workers make judgments based on highly developed sensory sensitivities, e.g., a worker judging the accuracy of crankshaft bearings by the "feel" of the crankshaft as he turns it. They must often assume positions such as crouching, kneeling, and bending.

The work can be physically difficult and dirty and is not suitable for those who are repulsed by grease and wearing grimy coveralls. However, jobs dealing with the public require a business-contact oriented personality. Workers in these jobs wear business suits, white shirts, and ties.

Preparation for mechanical or electrical work is usually by one of the following methods: (1) accumulated experience through a series of jobs in the trade; (2) through informal on-the-job training; and (3) formal apprenticeship. Armed Forces training is qualifying and sometimes hobby experience is a basis for entry. A variety of trade, manufacturers', and correspondence types of training are available for many of the jobs.

APPRAISAL CLUES

Bent towards mechanics, evidenced by background of experimenting with mechanical devices. Good grades in mathematics, mechanical drawing, and subjects involving mechanical problem-solving. Consuming interest in electricity and new developments in electrical field; curiosity about the workings of electrical appliances; habit of "fixing" the family electrical appliances--toasters, irons, fans, TV, radio, clocks. Liking to study drawings of machinery, assembly instructions for appliances, etc. Strongly motivated to solve mechanical problems on own. Repairing motors and engines; collecting old parts and constructing assemblies. Science Fair electrical projects. "Ham" radio operating. Radio or electricity club. Scout radio or electricity badge. Reading Popular Science, Popular Electronics, Mechanix Illustrated, Popular Mechanics. Sports such as football, gymnastics, hockey, wrestling, hiking, evidencing strength and agility. Blueprint Reading, Electricity, Electronics, General Shop, Math Courses (algebra, geometry, trigonometry), Mechanics, Physics. Numerical aptitude, spatial aptitude, form perception, motor coordination, manual and finger dexterity are the most frequently used aptitudes.

TEMPERAMENTS

Frequent	Variable
Objective	Versatile
Rigorous	Self-Controlled
Valuative	Adaptable to Specific Instructions (for helpers)

INTERESTS

Frequent	Variable
Working with Machines, Processes, Techniques	Scientific
Tangible, Productive Satisfaction	Business Contact
Things and Objects	

MECHANICAL AND ELECTRICAL WORK

MECHANICS
ELECTRICAL WORK

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - GRAPHIC ARTS

GRAPHIC ARTS contains the people who reproduce designs, illustrations, or typed materials by means of such processes as painting, printing, or photography and those who engage in a related graphic arts craft such as bookbinding. People in graphic arts may see themselves primarily as artists or as craftsmen. However, the activities are for the most part concerned with excellence in the reproduction of forms which have already been created. They do not usually provide the opportunity to do original work which is offered in the fine and creative art fields. People with an interest in art and definite, but not outstanding, artistic talent, frequently find satisfying careers in this field. Too much originality may be a handicap and lead to dissatisfaction. People with a high capacity for craftsmanship find many opportunities in the graphic arts.

APPRAISAL CLUES

Clues to potential for GRAPHIC ART work may be indicated by pursuits which have indicated in the person a general appreciation of artistic standards and ability to apply such standards in situations which require visualizing and working towards final results. Achievement in general art courses, as well as in graphic arts courses specifically, is important. Leisure pursuits of the following type offer a good source of evidence: Hobby of engraving designs on pins, rings, loving cups, etc. Making high score on art judgment tests. Winning in art contests. Setting type for school paper. Visiting art museums. Attending or arranging art exhibits. Reading art publications. Belonging to camera club or art group. Doing freehand lettering, designs, and drawings to exact scale. Drawing greeting cards, programs, place cards, etc. Copying scenes from magazines or copying paintings. Painting with oils. Copying maps, charts, posters. Carving wood. Mixing and matching paints. Making etchings. Designing patterns in tiles or making linoleum block designs for wall decorations. Cutting silhouettes. Etching monograms. Burning designs in wood. Carving totem poles. Freehand decoration of pottery, ceramics, china. Making and laying out embroidery designs. Touching up photographs. Making photographic copies of drawings. Making posters to advertise a school play. Amateur photography: having own darkroom: developing, printing, and enlarging photographs. Reading photography magazines or books about color chemistry. Operating photostat equipment for school or club. "Making up" school paper. Operating a keyboard of any kind.

TEMPERAMENTS

Frequent	Variable
Rigorous	Subjective
Valuative	Objective

INTERESTS

Frequent	Variable
Tangible, Productive Satisfaction	Abstract, Creative
Working with Machines, Processes, Techniques	Scientific
	Business Contact
	People and Communication of Ideas

GRAPHIC ARTS

DOT Codes on Worksheet IV

BASIC VOCATIONAL DIRECTION - MINING

MINING is a designation for the kinds of activities that require a special adaptation from workers because of the unique environment, i.e., underground. Mining has become a highly mechanized operation, requiring skilled operators of the equipment. However, jobs of all levels of complexity occur.

Despite mechanization and modern mine construction, certain features of mining remain to make specific demands on the worker's adjustments. The miner is restricted in mobility. He can live and work only where the mines are. He must wear elaborate safety equipment and adhere to rigorous safety regulations.

He is subject to more risks than people in most occupations. Cave-ins, explosions, flooding, and the escape of deadly gases may put his life in jeopardy, although these hazards are largely controlled by modern equipment and safeguards. The miner is a member of a team which requires from him complete cooperation with others and willingness to risk his life for the safety of the group. He must accustom himself to spending his working hours in a man-made space inside the earth where he seldom sees daylight.

Many high schools in mining areas offer special courses pertaining to employment in mines.

APPRAISAL CLUES

Leisure-time pursuits which are associated with mechanical, electrical, structural, and processing types of work may also be associated with types of activities which occur in mining. The same aptitudes which are used in those activities may be utilized in mining occupations. Courses in mathematics, chemistry, physics, mechanical shop, and electrical shop may be valuable.

TEMPERAMENTS

Frequent	Variable
Rigorous	Adaptable to Specific Instructions
Self-Controlled	
Objective	
Gregarious	

INTERESTS

Frequent

Things and Objects
Working with Machines, Processes, Techniques

MINING

BASIC VOCATIONAL DIRECTION - ELEMENTAL WORK

ELEMENTAL is a designation for the kinds of activities which are most suited to the needs of the least cultivated of employable individuals. Occupations of this nature involve a few steps only. They demand neither rigorous conformity to some standard nor deviation in the face of unforeseen job problems. Bodily integrations required are either repetitive or so gross as to form little in the way of technique or pattern in the sense of the skills found in more complex activities. Excessive working speed is not required. Tasks often do not involve the worker in significant awareness of their purpose. No job knowledge is needed other than readily evident facts arising from immediate circumstances of the job.

The worker is not required to cope with a structured social environment or to deal with data in the form of measurements and diagrams. His attention is usually directed to the very manifest properties of things -- such as deciding whether an article is too large or too small, when containers are full, how to stack articles or arrange things neatly, when something is cleaned well, and the like. His interest involvement is with the concrete rather than ideas, techniques, or communication with people. Typical activities are: helping other workers, supplying or unloading machines, transferring materials, using hand tools when activities do not require close observation or manipulative ability. The work may be done in homes, farms, institutions, or on commercial, industrial, or construction sites.

APPRAISAL CLUES

Persons whose chief asset is a "strong back" are candidates for these activities as well as those individuals who are restricted in their exertions because of size, weight, age, or disability to simple routine tasks not requiring much physical effort.

A poor school record: attending special schools, ungraded classes, or remedial track: rejection from the Armed Forces: evidence of poor reading or writing ability - are among the factors which may lead the counselor to consider the counselee in relation to elemental occupations. When the individual is difficult to elicit information from, has trouble in understanding the meaning of questions, is puzzled or inarticulate about hobbies, especially those of an intellectual or skill-exercising nature, this may be evidence for relating his vocational exploration to elemental type jobs. Other situations pointing in this direction: when he has had many short jobs which did not pan out, lacks the physical or mental stamina for more demanding jobs, or needs a low tension environment, i.e., not requiring him to maintain a rigid focus of attention and perhaps offering some leeway for occasional oversight.

When course and hobby information does not yield evidence sufficient to explore occupational possibilities, the counselor can probe daily activities and the person's reactions and capacity in dealing with these. For example, military and camp experiences should have given training in personal cleanliness, arrangement of belongings, and keeping surroundings clean. Evidence of physical stamina can be deduced from lifting experience such as moving furniture, pushing cars, etc. The counselee may have swept and mopped floors, cleaned windows, washed and pressed clothes, washed cars, carried groceries, run errands, tended and cleaned up household appliances such as washing machines, stoves, and refrigerators. He may have engaged in ball playing, dancing, hiking, swimming, target practice or cared for dogs, horses, cats, birds, reptiles. All such activities can be indicative of habits, attitudes, and capacities which might evidence employability in a job of some kind.

ELEMENTAL

DOT Codes on Worksheet IV

APPENDICES

THE WORKSHEETS

This series of worksheets provide the means for the counselor to organize and record information about a counselee in successively refined levels according to the needs of the situation. These worksheets are designed for use with the COUNSELOR'S HANDBOOK. Details of the use of these worksheets are provided in United States Employment Service Program Letter No. 2081. The worksheets included in this DESK AID can be reproduced for use with individual counselees.

WORKSHEET I - Form ES 511.3, July 1966--Counselee Appraisal Pattern (Front-Back)
WORKSHEET II - Form ES 511.4, July 1966--DPT
WORKSHEET III - Form ES 511.5, July 1966--Counselee Appraisal Pattern Related to Eighteen Basic Vocational Directions
WORKSHEET IV - Form ES 511.6, July 1966--(All sections) Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

WORKSHEET I

COUNSELEE APPRAISAL PATTERN - FRONT

Name

1. Problem

Date By

2. Work Experience	Elements Liked	Elements Disliked

3. Education and Training - GED

SVP

4. Leisure-Time Pursuits

5. Skills Developed

6. Socioeconomic Factors

7. Interests - Expressed

Bipolar, Surveyed, Notes on

Inventoried

8. Temperaments - Surveyed, Notes on

9. Physical and Environmental Limitations

10. Appearance, Attitude, and Manner

11. Organizations, Clubs, Societies, or Other Type Group Affiliations

12. Significance of Test Results

13. Values, Motivations

Comments

Form ES 511.3
July 1966

BACK

WORKSHEET I

Name____________________

Counselee Appraisal Pattern

Date____________________

Check (✓) according to evidence

TEMPERAMENTS

	Some Evidence	Strong Evidence
1. Versatile -- likes variety and change		
2. Adaptable to repetitive work		
3. Adaptable to performing under specific instructions		
4. Dominant, can direct, control, plan		
5. Gregarious, adaptable to dealing with people		
6. Adaptable to working alone, in isolation		
7. Effective in influencing others		
8. Self-controlled, can perform adequately under stress		
9. Valuative, intuitive. Adapts to making "rule of thumb" judgments		
0. Objective, rational. Likes judgments backed up by measurable, verifiable data		
X. Subjective, individualistic, prefers to work with own ideas		
Y. Rigorous, strict in adhering to rules; strives for perfection		
Nature and Outdoor Life Interest		

2. INTERESTS

Things and Objects	☐	OR	People and Communication of Ideas	☐
Business Contact	☐	OR	Scientific	☐
Routine, Concrete Organized	☐	OR	Abstract, Creative	☐
Social Welfare	☐	OR	Machines, Processes, Techniques	☐
Prestige	☐	OR	Tangible, Productive Satisfaction	☐

3. GENERAL EDUCATIONAL DEVELOPMENT

Evidence - Graduate degrees or outstanding creative accomplishment.	☐	7
Evidence - Undergraduate degrees or successful professional, administrative, artistic, civic accomplishment.	☐	6
Evidence - Academic high school or some college or successful experience in an organized work technology.	☐	5
Evidence - Graduation high school with less exacting curriculum or nearly complete high school or successful work experience requiring common sense understanding to solve problems.	☐	4
Evidence - Elementary school or some high school. Successful work experience involving standardized duties.	☐	3
Evidence - Less than elementary school. Ability to sign name and know what he is signing. Read directions, safety warnings. Carry out simple instructions.	☐	2
Cannot read or write.	☐	1

4. GATB Results

G	V	N	S	P	Q	K	F	M

5.				
SATB's				

6. PHYSICAL CAPACITIES AND WORKING CONDITIONS

(Circle when capacity is limited or working conditions contraindicated)

S L M H VH Cl. St. Hand Talk Hear See I O Cold Heat Humid Noise Ha. Fumes

Name ________________________

Date ________________________

WORKSHEET II - DPT

Data. Roles which involve working with data or ideas. **People**. Roles which involve direct interaction with people. **Things**. Roles which involve working with things.

																TOTAL
D																
P																
T																

DATA LEVEL POTENTIAL	
0 Synthesizing	
1 Coordinating	
2 Analyzing	
3 Compiling	
4 Computing	
5 Copying	
6 Comparing	

PEOPLE LEVEL POTENTIAL	
0 Mentoring	
1 Negotiating	
2 Instructing	
3 Supervising	
4 Diverting	
5 Persuading	
6 Speaking-Signalling	
7 Serving	

THINGS LEVEL POTENTIAL	
0 Setting-Up	
1 Precision Working	
2 Operating-Controlling	
3 Driving-Operating	
4 Manipulating	
5 Tending	
6 Feeding-Offbearing	
7 Handling	

Form ES 511.4
July 1966

Name ____________________

Date ____________________

WORKSHEET III
Counselee Appraisal Related to
Basic Vocational Direction

			1. GATB Results G V N S P Q K F M	2. Work Experience	3. Education & Training	4. Leisure Pursuits	5. Expressed Interests	6. Surveyed Interests	7. Surveyed Temperaments	8. Sp. Knowl. & Abil.	9. Values; Motiv.	10. Comments
DOT 0 - 1 Professional, Tech., Managerial	Organized Knowledge	Public Service										
		The Sciences										
		Engineering and Rel.										
		Business Relations										
		Managerial										
	Art	The Arts										
DOT 2	Cl & Sl	Clerical										
		Public Contact										
DOT 3	Ser-vice	Service										
DOT 4	Out-door	Primary Outdoor										
DOT 5 - 9	Industrial	Processing (Cr.)										
		(Co.)										
		Machine Work (Tr.)										
		(Co.)										
		Bench Work (Cr.)										
		(Co.)										
		Structural Wk. (Cr.)										
		(Co.)										
		Mech. & Electrical Wk.										
		Graphic Arts										
		Mining										
		Elemental										

Notes on Fields of Work To Be Explored

Form ES 511.5
July 1966

Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

PUBLIC SERVICE (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pert. GATB Results-OAP's	2. Work Experience	3. Gen. Educational Dev.	4. Sp. Vocational Dev.	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Sp. Knowledges & Abil.	10. Values, Motivations	11. Other, Comments
Education	09											
Library, Archival & Museum	10											
Judicial Service & Legal	11											
Religion & Theology	12											
Guidance & Social Work	045,195											
Home Economics & Dietetics	096,077											
Protecting, Public Service	372,373, 375,376, 377,378 168											
Physicians & Related	070,071, 072,073											
Nursing	075											
Medical Technicians & Assistants	078,079											
Pharmacy	074											
Mortician Service	338 187.168											

TWO FAVORED WORK FIELDS

14.

D	P	T
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	7	7

12.	1	2
OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decisions		

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Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

THE SCIENCES (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other Comments
Mathematics and Logical Systems	020 029											
Behavioral Science (Psychology, Sociology, etc.)	045 049 05											
Life Science (Biological, Agricultural, Health)	040 041 049											
Earth and Atmospheric Science	024 025 029											
Astronomy and Space Science	021 029											
Physical Science (Physics, Chemistry, etc.)	022 023 029											
Life Science Technicians	04 073 078											
Physical Science Technicians	02											

TWO FAVORED WORK FIELDS

14.

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12. OGA's	1	2
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

ENGINEERING AND RELATED (Subsection)

Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other Comments
Industrial Engineering	012											
Structural Engineering	005											
Agricultural Engineering	013											
Mechanical Engineering	007											
Aeronautical and Aerospace Engineering	002											
Chemical, Metallurgical, and Ceramic Engineering	006 008 011											
Nuclear Engineering	015											
Electrical and Electronic Engineering	003											
Mining and Petroleum Engineering	010											
Engineering Technicians	00 01											
Drafting	017											
Surveying, Mapping, and Landscape Drafting	018											
Air Flight (Piloting and Control Tower Opr.)	193 196											
Audio and Video Transmitting and Receiving	193 194											
Technical Photography	143											

TWO FAVORED WORK FIELDS

14.

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	7	7

12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

BUSINESS RELATIONS
MANAGERIAL (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. Gen. Educational Development	4. Sp. Vocational Development	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Sp. Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Accounting Work	160											
Mathematical Analysis	020											
Purchase and Sales	162,163, 169											
Advertising & Public Relations	164,165, 040, 13, 14											
Market & Motivational Research	040, 13, 164,165, 020											
Traffic Management	184											
Personnel Management	166											
Managerial	169, 18											

TWO FAVORED WORK FIELDS

14.

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	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decisions		

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Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

THE ARTS (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

		Related DOT OGA's	1. Pertinent GATB Results-OAP's	2. Work Experience	3. Gen. Educational Development	4. Sp. Vocational Development	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Sp. Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Visual Arts and Architecture	Artistic Work, Two-Dimensional	141,144, 149											
	Shaping (Sculpture) and Kinetic Art	148,149											
	Artistic Arranging	141,142, 149,298											
	Architecture & Landscaping	001,019											
	Artistic Photography	143											
Musical Art	Musical Directing	152											
	Musical Composing	152											
	Musical Work, Vocal	152											
	Musical Work, Instrumental	152											
Literary Art and Related	Creative Writing	130,131, 139,052											
	Copy Writing	131,132, 164,165											
	Journalistic Writing (Editing & Reporting, Press, TV, Radio)	132											
	Translating and Interpreting	137											
	Technical Writing	139											
Performing Arts and Public Appearance Work	Public Speaking (Lecturing, TV and Radio Announcing)	090,159, 294,353											
	Dramatic Performing (Acting)	150											
	Models and Stand-ins	297,961											
	Rhythmic Performing (Dancing)	151											
	Sports & Athletic Performing	153											
	Astrology and Soothsaying	159											
	Entertainment Work, Variety	159											
	Entertainment Work, Promotional & Display	159											

(Continued on Reverse Side)

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TWO FAVORED WORK FIELDS

14.

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12. OGA's	1	2
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

CLERICAL AND SALES

CLERICAL
PUBLIC CONTACT AND SELLING
(Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results-OAP's	2. Work Experience	3. Gen. Educational Development	4. Sp. Vocational Development	5. Lesiure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Sp. Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Secretarial & Stenographic	169,201,202											
Typing	203											
Correspondence & Copy Editing	204,209											
Personnel Work (Clerical)	205											
Filing & Cataloging	206,209											
Computing	211,213,217, 219											
Bookkeeping & Related	210											
Paying & Receiving	212											
Production Record Work	221,223,224											
Clerical Machine Operating	208,213,214, 215,216,217, 219											
Stockkeeping	223,229											
Scheduling	91											
Coding & Decoding	199,236											
Underwriting	169											
Info. & Message Distribution	23											
Duplicating Machine Operating	207											
General Public Contact Work	235,237,240, 241,242,243											
Customer Service Work	290,242,243											
Automobile Serving Activities	915											
Misc. Public Contact Work	297											
Selling	25,26,27,28											

(Continued on Reverse Side)

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TWO FAVORED WORK FIELDS

14.

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	7	7

12. OGA's	1	2
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decisions		

Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

SERVICE (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. Gen. Educational Development	4. Sp. Vocational Development	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Sp. Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Food Preparation and Serving	310,311,312											
Cooking	305,313,314, 315,319,187											
Barbering	330											
Cosmetology	331,332,333, 339,187											
Health Care Services	354,355,356, 359											
Child Care	307											
Hospitality and Escorting Services	310,320,350, 352,353,309											
Lodging Services, n.e.c.	320,321,329											
Customer Services, n.e.c.	329,340,341, 342,343,344, 349,361,369, 371,388,389											
Personal/Serving, n.e.c.	301,302,303, 304,306,309, 323,324,346, 351,357,358, 366											
Building Services, n.e.c.	381,382,389											

TWO FAVORED WORK FIELDS

14.

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6	6	6
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12. OGA's	1	2
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decisions		

Form ES 511.6
July 1966

Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

PRIMARY OUTDOOR (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Farming	40 41 42 46											
Fishing (Includes Hunting & Trapping Aquatic Animals)	43											
Navigation	197 911											
Marine Life Cultivation	436											
Forest Conservation	441 442 449											
Logging and Related	94											
Hunting and Trapping (Forest Animals)	45											

TWO FAVORED WORK FIELDS

14.

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1	1	1
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6	6	6
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12.	1	2
OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

Form ES 511.6
July 1966

Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

PROCESSING WORK (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results-OAP's	2. Work Experience	3. Gen. Educational Development	4. Sp. Vocational Development	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Sp. Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Processing Crafts (Usually involves WF Manipulating or higher)	5,914, 953,954, 955											
Processing - Tending (Usually involves WF Tending)	5,914, 953,955											
Processing - Feeding-Offbearing and Handling (Usually involves WF Feeding-Offbearing or Handling)	5,914, 953,955											

TWO FAVORED WORK FIELDS

14.

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6	6	6
	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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Name ______________________

Date ______________________

COUNSELING WORKSHEET IV

MACHINE WORK
(Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Machining	60,66, 67											
Production Machine Operating, n.e.c.	61,64, 68,69											
Vehicle Driving (WF Driving-Controlling)	359,389, 424,902, 903,904, 905,906, 909,915, 919											
Heavy Vehicle Operating (WF Driving-Controlling)	85,86, 89,900, 921,922, 930,932											

TWO FAVORED WORK FIELDS

14.

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6	6	6
	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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July 1966

2

Name ______________________

Date ______________________

COUNSELING WORKSHEET IV

BENCH WORK (Subsection)

Counselee Appraisal Related
to Fields of Work Within a
Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Bench Craftsmen (Usually involves WF Manipulating or higher)	660 661 7											
Bench Work, Production Assembling and Related (Usually involves WF Manipulating or lower)	7											
Bench Inspecting and Related (Usually involves WF Analyzing, Compiling, Computing, Copying, or Comparing)	7											

TWO FAVORED WORK FIELDS

14.

D	P	T
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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Name ______________________

Date ______________________

COUNSELING WORKSHEET IV

STRUCTURAL WORK (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Structural Craftsmen (Usually involves WF Manipulating or higher)	8											
Structural Work, Coordinative (Usually involves WF Manipulating or lower)	8											

TWO FAVORED WORK FIELDS

14.

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12.	1	2
OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

Form ES 511.6
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Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

MECHANICAL AND ELECTRICAL WORK
(Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Mechanics	62 63											
Electrical Work	72 82 952											

TWO FAVORED WORK FIELDS

14.

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1	1	1
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4	4	4
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	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

Form ES 511.6
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Name ____________________

Date ____________________

COUNSELING WORKSHEET IV

GRAPHIC ARTS (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Printing	65											
Engraving, Etching, and Related	704											
Graphic Arts	97											

TWO FAVORED WORK FIELDS

14.

D	P	T
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1	1	1
2	2	2
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	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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Name ______________________

Date ______________________

COUNSELING WORKSHEET IV

MINING (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Mining	93											

TWO FAVORED WORK FIELDS

14.

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5	5	5
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12.	1	2.
OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

Name ______________________

Date ______________________

COUNSELING WORKSHEET IV

ELEMENTAL (Subsection)

Counselee Appraisal Related to Fields of Work Within a Basic Vocational Direction

	Related DOT OGA's	1. Pertinent GATB Results - OAP's	2. Work Experience	3. General Educational Development	4. Specific Vocational Preparation	5. Leisure Pursuits	6. Expressed Interests	7. Surveyed Interests	8. Surveyed Temperaments	9. Special Knowledges & Abilities	10. Values, Motivations	11. Other, Comments
Jobs which involve Comparing data (4th digit code of 6)	(any)											
Jobs which involve Serving people (5th digit code of 7)	(any)											
Jobs which involve Feeding-Offbearing Machines or Handling Things (6th digit code of 6 or 7)	(any)											

TWO FAVORED WORK FIELDS

14.

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	7	7

	1	2
12. OGA's		
13. Aptitudes		
15. Phy. Caps.		
16. Long-Range Goal		
17. Entry Possibilities		
18. Training Necessary		
19. Decision		

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THE CHECK LISTS

The check lists included here can be used by a counselor according to the requirements of the individual situation. These check lists can be reproduced as they are or adapted by the counselor. Their use at this time is developmental.

GROUP I check lists are experimental formats of material drawn from the Interviewing Guides in the COUNSELOR'S HANDBOOK. These three check lists are:

Bipolar Interest Check List (For use with Worksheet I, Form ES 511.3)

Temperaments Check List (For use with Worksheet I, Form ES 511.3)

Data-People-Things Check List and Worker Functions Rating Scale (For use with Worksheet II, Form ES 511.4)

GROUP II check lists are experimental formats of activity statements related directly to the Eighteen Basic Vocational Directions. They are for use with Worksheet II, Form ES 511.5. These three check lists are:

Check List I - Check List of Everyday Experiences Related to Entry Levels of Thirteen Basic Vocational Directions (Easy Reading)

Check List II - Check List of Work Activity Preferences Related to Eighteen Basic Vocational Directions (Easy Reading Version)

Check List III - Check List of Work Activity Preferences Related to Seventeen Basic Vocational Directions (Excludes Elemental) (Standard Reading Version) This is an adaptation and expansion of items on the Interest Check List which was related to DOT IV.

CHECK LISTS

GROUP I

RATIONALE OF EXPERIMENTAL CHECK LISTS

In the Counselor's Handbook, individual bipolar interests and temperaments concepts were illustrated with:

(1) for bipolar interests, life experience situations

(2) for temperaments, attitude and activity clues

These treatments are designed primarily to assist the counselor (1) to himself understand the temperament and bipolar interest concepts more thoroughly and (2) to provide material which he can adapt or use as a point of departure for framing questions to use in the counseling interviews.

The check lists contained in this Desk Aid are for the purpose of suggesting an experimental format when the counselor wishes to set up a situation in which the counselee responds directly to questions in printed form, rather than to oral conversation and questioning initiated by the counselor.

The counselor in working up a check list can reproduce and use the suggested material included here. However, he can devise other questions which he might find suitable to the local population with which he deals, in terms of its industrial setting, cultural characteristics, or educational composition. The counselor can, if it seems advisable, paraphrase the items listed in the Counselor's Handbook. He may wish to restate some of the questions on a simpler reading level. It will be noted for temperaments that the majority of the questions in any particular sequence will relate positively to a certain temperament concept but that a few of the questions can be construed as relating negatively to that particular temperament.

The counselor must keep clearly in mind, of course, the true character and purpose of the devices for investigating bipolar interests and temperaments included in this Desk Aid. These devices seek to identify but not to measure or predict. Their purpose is developmental. Counseling is greatly concerned with the process of improved employability. Improved employability assumes development.

Because the objectives are developmental, not actuarial ends, these counselor's aids are not devised in terms of the procedural canons of deterministic and empirical science. This is an interpretative scheme, in the literary sense, applicable by the expert or the layman to empirical phenomena in everyday life. It deals with no reality except that which is empirically available in everyday life. There are no requirements that the aids be used in controlled and standardized situations, although the perceptive interpretation of the skilled counselor is essential. Development in people stems not from the controlled, "being-measured" experience but from the motivating experience. Motivation and development take place only as affective processes in the individual are stimulated. Literary, rather than research, modes of expression are the communication tools necessary to achieve the affective experience. Because of this, the language used in these check lists is in the literary, rather than the research, style of expression.

EXPERIMENTAL FORMAT FOR BIPOLAR INTEREST CHECK LIST

(For use with Worksheet I, Form ES 511.3)

EXPERIMENTAL FORMAT FOR BIPOLAR INTEREST CHECK LIST

EXPERIMENTAL INSTRUCTIONS.

Name ______________________________ Date ______________________

On the following five pages, some kinds of situations which people may experience are listed. They are grouped in blocks. Those groups on the Left side of the page are listed in contrast to those listed on the Right side of the page. The differences between these kinds of experiences may be important. Thinking about which type of experience appeals to you most can help you to know yourself better and to have a clearer idea of the kind of work which you would find interesting.

To explore your interests in this way, go down each of the five pages on which these contrasting types of experiences are listed. You will find after each group of experiences, two boxes $\overset{V}{\square}$ $\overset{X}{\square}$.

Your first step is to review each group of contrasting experiences, group by group. Make a decision, if you can, whether, for the most part, you prefer those experiences listed on the Left or on the Right of the page. Check (V) in the $\overset{V}{\square}$ box on the Left, if you prefer those experiences listed on the Left. Check (V) in the $\overset{V}{\square}$ box on the Right, if you prefer those experiences listed on the Right.

It will help your counselor to help you, if you also indicate the extent to which your preferences are a result of experiences you have already had. Your second step, therefore, after completing step one, is to go back to the beginning page of this exercise. Once again go through the groups of experiences. Indicate by checking (X) the box $\overset{X}{\square}$ whether you have done the kinds of things you indicated that you preferred. Leave $\overset{X}{\square}$ boxes blank if you have only rarely or never done those things in which you have indicated an interest.

KEY

CONTRASTING EXPERIENCES

Group 1	Things and Objects	vs.	People and Communication of Ideas
Group 2	Business Contact	vs.	Scientific
Group 3	Routine, Concrete Organized	vs.	Abstract, Creative
Group 4	Social Welfare	vs.	Working with Machines, Processes, Techniques
Group 5	Prestige	vs.	Tangible, Productive Satisfaction

CONTRASTING EXPERIENCES - GROUP I

Instructions to Counselee: For each paired group of experiences listed below, check (V)
V
in space ☐ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

Work with wrenches, screw drivers, and pliers Collect parts from junkyard for your own garage Make adjustments to TV set Take a course in mechanics Repair laboratory apparatus	V ☐	X ☐	OR	Criticize novels or plays Be on a debating team Visit art galleries Sing in choir Write to friends describing a trip	V ☐	X ☐
Weave seats Mend clothes Piece scraps to make a quilt Cut meat Can vegetables and fruit	V ☐	X ☐	OR	Raise pets - dogs, cats, birds, etc. Decorate a cake Tell bedtime stories Tell fortunes, read tea leaves, palms, etc.	V ☐	X ☐
Work with sheet metal, brick, or stone Care for machines, keep them oiled and clean Practice target shooting Watch men do masonry work Win Scout Badge in Radio	V ☐	X ☐	OR	Attend criminal or civil trials Take social studies courses Read the book section of the Sunday paper Collect information to compile a club report	V ☐	X ☐
Grind telescope lens Take mechanical ability tests in magazines Visit factories where things are being made Make measured drawings, using a compass	V ☐	X ☐	OR	Do crossword puzzles Listen to Meet the Press on TV or radio Write articles on sports, politics, etc. Take history and English courses	V ☐	X ☐
Inventory school supplies Learn to read blueprints Take courses in geometry and arithmetic Test chemical reactions with instruments Read Popular Mechanics Magazine	V ☐	X ☐	OR	Paint and decorate your room Illustrate a yearbook Make up a comic strip Landscape the home grounds Interview persons to get their opinions about current events	V ☐	X ☐

Instructions to Counselee: Go back to the top of the page and check (X) in the space
X
☐ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP II

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space V ☐ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

	V	X			V	X
Sell Christmas cards or tickets for school play Call people on the telephone Have a paper route and solicit subscriptions Be business manager of school publication Organize a social function requiring funds	☐	☐	OR	Attend scientific lectures Keep a notebook on a research project Experiment with a chemical set Read science magazines and textbooks outside course requirements Figure out possible solutions to natural phenomena which you find puzzling	☐	☐
Be an officer in a club or school group Buy articles at auction and resell Enter into discussions with others Be active in social group managing, e.g., outings, dances, etc.	☐	☐	OR	Watch Mr. Wizard give a science lesson on TV Conduct experiments with mice Win in a Westinghouse science talent search Play chess	☐	☐
Work at church bazaar or carnival Conduct party games Recruit club members Sell advertisements for school paper Take a course in public relations	☐	☐	OR	Take a course in logic Make practical applications of the laws of science Use maps to demonstrate a point in geography Build model rockets Take courses in astronomy, geology, or biology	☐	☐
Interview persons to get their opinions Be delegate to a convention Have a Saturday job in a store Man an exhibit at county fair	☐	☐	OR	Study specimens under a microscope Cross-breed chickens Win a prize for a science project Make systematic observations of meteors, ant hills, or rocks	☐	☐
Be secretary of a club, church, or social group Meet new people Be a church or school event usher Persuade people to buy something	☐	☐	OR	Study the stars to identify the constellations Make a culture of an infectious virus Read about atomic power, jet propulsion, or automation Read space fiction	☐	☐

Instructions to Counselee: Go back to the top of the page and check (X) in the space X ☐ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP III

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space V ☐ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

Have an assembly line job Arrange things numerically Arrange things alphabetically Do the same work until finished Give manicures all day	V ☐	X ☐	OR	Create a new hairdo Experiment with food recipes Decorate show windows Design greeting cards, programs, place cards, etc.	V ☐	X ☐
Watch a machine to see that it is running properly Have established rules to work by Sort things according to size and color Have a spare-time job addressing envelopes	V ☐	X ☐	OR	Listen to people with problems in order to help them arrive at solutions Teach gifted youngsters to paint and draw Participate in community project planning Plan social charities	V ☐	X ☐
Work on a "piece work" basis Check out people in a cafeteria or grocery store Keep things systematic and orderly Have a job which can be done more or less automatically--which doesn't require thinking about it all the time	V ☐	X ☐	OR	Apply mathematical theory to unexplored phenomena Develop designs for Science Club projects Develop a theory that is new and startling Invent mechanical devices Devise mathematical puzzles	V ☐	X ☐
Knit to pass away the time Do the detail work on a project Check lists of names for accuracy Do the family ironing File records according to a coding system Run automatic machinery	V ☐	X ☐	OR	Create a novel rock garden Invent eyecatching advertisements Think up jokes or political cartoons Experiment with camera for trick photography Invent new dance steps	V ☐	X ☐
Have established rules to work by Have a place for everything and keeping it there Work at a steady pace all day Proofread another's work	V ☐	X ☐	OR	Win cash money in a box-top original name contest Imagine and write a dramatic incident Create lighting effects with lights Write stories, poetry, or songs Design historic costumes	V ☐	X ☐

Instructions to Counselee: Go back to the top of the page and check (X) in the space X ☐ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP IV

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space V ☐ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

Teach handicrafts to small children Collect clothing and toys to give to needy families Take courses in social studies Share homework with fellow students	V ☐	X ☐	OR	Take a machine shop course Practice markmanship Replace spark plugs; tighten screws and bolts Repair and keep up a bicycle Drive an automobile or truck	V ☐	X ☐
Be a counselor at a summer camp Belong to a 4-H club Do volunteer Red Cross work Participate in a disaster relief drive	V ☐	X ☐	OR	Raise bees, collect and store honey Fly kites Chop down trees Plant things and watch them grow Repair tractors, plows, mowing equipment, etc.	V ☐	X ☐
Gather books for a welfare society Teach in Sunday school, do practice teaching, or be a camp instructor Take care of sick animals	V ☐	X ☐	OR	Bleach leather Can vegetables and fruit Dry clean own clothes Care for shrubbery and keep it pruned	V ☐	X ☐
Interview and counsel people about personal, financial, or job problems "Baby-sit" to earn your spending money Get the other person's point of view and help him solve his problem	V ☐	X ☐	OR	Repair the plumbing when it isn't working right Study a machine in operation to understand how it functions Be expert with knots, ties, and splices Make adjustments to radio	V ☐	X ☐
Take courses in social work Take a course in first aid and care of the sick Participate in club activities to lessen juvenile delinquency	V ☐	X ☐	OR	Solder leaking automobile radiators Tinker with engines and motors Take a course in electric wiring	V ☐	X ☐
Assist people when they are sick or in trouble Raise pets - dogs, cats, birds Help children dress or undress Be a volunteer aide in a hospital	V ☐	X ☐	OR	Adjust automobile ignition systems Install and ground a TV antenna Maintain precise temperature when cooking and baking Race midget cars or stock cars	V ☐	X ☐

Instructions to Counselee: Go back to the top of the page and check (X) in the space X ☐ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

CONTRASTING EXPERIENCES - GROUP V

Instructions to Counselee: For each paired group of experiences listed below, check (V) in space $\overset{V}{\square}$ the group on the Left or on the Right which you prefer. If you can't decide between them, leave blank. If you don't like those on either side, leave blank.

	V	X			V	X
Be recognized in community for civic club activities Speak in public Achieve celebrity status in some field--art, politics, sports	☐	☐	OR	Collect secondhand parts and build your own hi-fi rig Build bird boxes in various designs Do needlework, such as embroidery, patchwork, or applique	☐	☐
Produce an amateur play Be a leader in a civic organization, i.e., scouts, reserves, etc. Head a Red Cross drive Be master of ceremonies at a school or club affair	☐	☐	OR	Tool leather goods Mount and frame pictures Build scale models of airplanes Build a model theater from cardboard Stuff birds and animals Carve small objects for knick-knack shelves	☐	☐
Raise animals for show and win blue ribbons Be a judge at a flower show or beauty contest Edit a school or club paper Direct a church choir Be a delegate to a convention	☐	☐	OR	Give permanent waves to friends Learn the art of ceramics and make ashtrays, etc. Build a chickenhouse, work shop, or breezeway Remodel cars Make fancy signs and totem poles	☐	☐
Be a host or hostess at a club social event Coach a team of some kind Be an authority on parliamentary procedure	☐	☐	OR	Wallpaper a room Make beaded bags Bake and decorate cakes Knit sweaters Whittle small statues	☐	☐
Be a class officer Do social group managing, e.g., outings, dances, etc. Be an athletic team leader Plan fraternity or sorority programs for year Direct a school play	☐	☐	OR	Weave rugs and make hooked rugs Piece scraps to make quilts Construct cabinet for phonograph Make a garden walk or fish pond Construct a flagstone terrace	☐	☐
Officiate at a club or school event Be in charge of publicity for the Science Fair Be known for your successful parties and prominent guests	☐	☐	OR	Plant a truck garden, tend and harvest it Be a member of sewing club and make own clothes Finish and paint furniture Build boats Make and decorate pewter articles	☐	☐

Instructions to Counselee: Go back to the top of the page and check (X) in the space $\overset{X}{\square}$ whether you have done the kinds of things you have just checked as preferring. Leave blank if you have only rarely or never done them.

EXPERIMENTAL FORMAT FOR THE TEMPERAMENTS CHECK LIST
(For use with Worksheet I, Form ES 511.3)

EXPERIMENTAL INSTRUCTIONS

Name ______________________________ Date ______________________________

WHAT THIS CHECK LIST IS FOR

This check list contains 12 pages of questions. These are questions you may ask yourself to help you think about yourself. They are to help you think about the kind of person you feel yourself to be or would like to be. They are also to help you relate your understanding of yourself to work and job situations.

As you know, certain qualities in people are important for effective living and effective job holding. The ones we are considering here we call temperaments. Different styles of living and different types of jobs involve people and their personal qualities in different ways. In most of us, the personal qualities which are helpful in successful job holding can be cultivated and improved. It is also true that for most of us, there are some qualities which we either do not have the capacity or the desire to cultivate.

However, we can deal with the world more effectively and determine our own value in the job market if we can first deal effectively with ourselves. To do this we need to know our strongest qualities and those which we really want to make an important expression of ourselves. If the person wants to go into selling, he will need the quality of influencing people and he will want to cultivate this aspect of his personality. The person may want to train to become a programmer. Before deciding to take training, he should understand that if a programmer makes one mistake, it may ruin a whole day's work. He needs to understand himself in terms of his capacity to be careful and accurate. He needs to understand his feelings about cultivating habits of carefulness and accuracy.

The person needs to understand himself in relation to qualities which some jobs require but which he has no desire to cultivate. If he likes to be around people all the time, he won't like to live alone on a mountain top as a weather observer. If he very much likes constant variety and change in what he does, he won't be happy on an assembly line and probably won't care to try to cultivate a liking for the routine.

The questions you will be considering are designed to make you aware of the range of temperaments important in jobs. Some are important in one kind of job, some in another. These questions can help you to think about which qualities you feel are very much a part of you and which you feel a desire to improve. The questions can help you to recognize qualities which are not very much a part of you and which might make certain kinds of work distasteful to you, if such work required them.

After a period of study of yourself in relation to these qualities, your counselor will help you to study jobs in relation to these same qualities. You can relate yourself to these jobs or training to do them in terms of what you have learned about your own temperaments. You will be better prepared to know what jobs you would really like to do or have a better chance of doing successfully. If you require a plan of self-improvement to help you get into the work you want to do, by knowing yourself better, you can better work out an effective plan.

NOW TURN TO THE NEXT PAGE

HOW TO FILL OUT THE CHECK LIST

To study yourself in terms of the temperaments or personal qualities we have been discussing, go down each of the 12 pages which follow and consider the questions listed. Each page consists of three sections of questions.

TOP SECTION

These questions require that you think whether you like, dislike, or don't know whether you like or dislike to act in certain ways in relation to situations which you have probably faced in your everyday life.

Spaces are provided to the right for you to check (✓) one of the three -- don't know, like, or dislike.

MIDDLE SECTION

These questions require that you think about whether you would like, dislike, or don't know whether you like or dislike to act in certain ways in relation to situations which you very likely have not faced in everyday life.

Spaces are provided to the right for you to check (✓) one of the three -- don't know, like, or dislike.

BOTTOM SECTION

These questions inquire as to whether you have had certain kinds of experiences. These experiences may have been something you did. They may have been something people have said to you or what you have believed to be true about something. All the questions are designed to help you think about yourself in terms of one aspect of your temperamental makeup, such as liking to please others in your work, being accurate in what you do, or doing the same thing over and over.

Spaces are provided to the right for you to check (✓) one of the three -- don't know, yes, or no.

As you answer these questions, it may seem to you that you are answering the very same thing which you answered a few questions back. This, however, is to let you consider your feelings again and sharpen your thinking. Sometimes you will run across a question which seems completely opposed to what you have been thinking about. This is for the purpose of making you think of opposites. By having to think through conflicting feelings at the same time, you may be helped to be more sure of your true feelings.

(Temp. 1)

Check (✓) one

Do you like or dislike to	Don't Know	Like	Dislike
Have a number of things on your mind at once?			
Drop what you are doing before you have finished to do something else?			
Have several things going on at one time?			
Move about, turning from one thing to another?			
Have several chores waiting for you to do?			
Keep track of a number of different things?			

Do you think you would like	Don't Know	Like	Dislike
A job where something new was always popping up?			
A job in which you really couldn't know what to expect tomorrow or next week?			
To be kept moving from place to place?			
A job which involved you in strange and unforeseen situations?			

Have you (are you, do you)	Don't Know	Yes	No
Been responsible for an undertaking and looked after all kinds of odds and ends to get it finished up?			
Had a hundred and one things to look after, or so it seemed to you?			
Joined several clubs or hobby groups?			
Have so many interests you can't decide among them?			
Been excited and pleased at being faced with new people and situations?			
Gone in for several kinds of sports?			
Been told that you were many-sided?			
Get a kick out of the ease with which you can turn from one activity to something entirely different?			
Tried out and learned more than one occupation?			
Look at a variety of TV programs?			

(Temp. 2)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
Doing the same work until finished?			
Running your life according to an established routine?			
Doing one thing at a time?			
Working at the same thing for a long time?			
A set procedure for doing anything?			

Do you think you would like	Don't Know	Like	Dislike
Being on a work team?			
Keeping up with other workers on an assembly line?			
To work and be paid on a "piece work" basis?			
Working at a conveyor belt, bolting parts together in a certain number of seconds as the belt moves by?			
Having a job you can learn to do automatically?			
Typing straight copy all day?			
A job in a plant where your job was just like the job of thousands of other people?			
To stand all day at a machine, watching it turn out thousands of uniform items?			

Have you (are you, do you)	Don't Know	Yes	No
Worked or played on a team?			
Been annoyed at having to leave one thing to do something else?			
Worked in one place all day?			
Used your hands to do the same task all day?			
Felt a need for variety and change in your activities?			
Found it easy to keep your mind on one thing and not have your attention wander?			
Done work which involved little change and variety?			
Had work which you felt was monotonous?			

(Temp. 3)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
Carrying out the plans your friends make?	________	___	_____
Following instructions without questioning them?	________	___	_____
Accepting things pretty much as you find them?	________	___	_____
Doing work which does not require you to plan and make decisions yourself?	________	___	_____
Having another person order you to do something?	________	___	_____
To be respectful of authority?	________	___	_____
Listening to other people tell you all about themselves?	________	___	_____
Being obedient to other people?	________	___	_____
Being considered an obliging person?	________	___	_____
Doing personal tasks for others?	________	___	_____
Doing things for others just the way they want them done?	________	___	_____
Following suggestions of others?	________	___	_____

Do you think you would like	Don't Know	Like	Dislike
Having a job in a hospital where both patients and doctors gave you orders?	________	___	_____
A job as helper to another worker?	________	___	_____
A job in an office addressing envelopes?	________	___	_____

Have you (are you, do you)	Don't Know	Yes	No
Tend to follow instructions without asking why?	________	___	_____
Assisted people in ways such as escorting them to seats, running errands for them, etc.?	________	___	_____
Found, when you are in charge, people don't pay much attention to you?	________	___	_____
Had work in which you waited on others?	________	___	_____
Had work in which you accepted tips?	________	___	_____

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
To take charge of a job and get it done?			
Being "in the thick of things?"			
To race and win over others, win at sports and games, make higher grades, drive faster?			
Taking initiative and planning your own work?			
To hold an office?			
Making decisions?			
Being "in the lead," recognized as the "head," "being first?"			
Telling other people what to do?			
To volunteer when someone is asked to take charge of something?			

Do you think you would like	Don't Know	Like	Dislike
To be a government official, club president, or superintendent of a work crew?			
To have access to persons of power and influence?			
Being an engineer and planning big projects?			
To be responsible for other people's lives?			
To be charged with maintaining order during a flood or riot?			

Have you (are you, do you)	Don't Know	Yes	No
Originated a petition or demonstrated for a "cause?"			
Usually tried to get control of groups you are a member of?			
Run for office and been elected?			
Arranged and managed dances, parties, and other social events?			
Been a leader - athletic team, school, club, church, scouts, reserves, in military service?			

(Temp. 5)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
Making plans with friends?			
Studying the motives of people?			
Making allowances for people who seem queer or far-out in some way?			
To have somebody go along when you ride downtown?			
Small talk?			
Keeping up with the latest gossip?			
Having people come to you for advice?			
Asking a person to go with you someplace?			
Going up to a stranger and beginning a conversation?			

Do you think you would like	Don't Know	Like	Dislike
Having a job in which you had little time to be alone?			
To invite an orphan or refugee to come and spend the weekend with you?			

Have you (are you, do you)	Don't Know	Yes	No
Found people more stimulating to you than anything else?			
When faced with an evening alone, make it a rule to check to see if anyone you know is available to have dinner with you?			
Take pride in the fact that wherever you go, you are always counted as one of the "in group?"			
Made it a point to remember names and faces?			
Usually been counted as "one of the gang?"			
Been a school traffic director and found it fun?			
Recruited club members or sold tickets?			

(Temp. 6)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
Traveling alone?			
To have a room or apartment all to yourself?			
Being out of the town or city, away from crowds of people?			
When taking an evening walk, to be joined unexpectedly by an acquaintance who happens by?			
Being out of personal or telephone contact with other people?			
To think a problem through by yourself, without asking other people's advice?			
Being by yourself for long periods of time?			
Shopping for clothes without someone else along to help you consider what to buy?			
Eating alone?			
Being out in the woods by yourself?			
Going to the movies alone?			

Do you think you would like to	Don't Know	Like	Dislike
Live alone on a mountaintop for two months?			
Stand watch on a ship, alone for hours, looking for rocks or other ships?			
Man an all-night switchboard, seldom seeking anyone come or go?			

Have you (are you, do you)	Don't Know	Yes	No
Gone on long hikes alone and enjoyed it?			
Hunted or fished alone?			
Thought of yourself as being your own favorite company?			
Remember Daniel Boone in history?			
Ever thought of spending the night alone in a "haunted house?"			
Find many things in the world just as interesting to you as people?			

(Temp. 7)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
To ask people to buy something?			
To take up money for a good cause?			
Asking people to vote money for a new playground, or other improvement?			
Listening to someone tell a story?			
Telling a story yourself?			
Running for political office?			
Campaigning for a friend who is running for political office?			
Writing a letter to convince someone he ought to do something?			

Do you think you would like	Don't Know	Like	Dislike
To do house-to-house selling - insurance or household supplies?			
Heading up a Red Cross fund raising drive?			
Being a salesman on the road?			
Working with disadvantaged persons to interest them in getting more education?			
Writing a letter to the public opinion section of the daily paper to put across your point of view?			

Have you (are you, do you)	Don't Know	Yes	No
Found it easy to talk to strangers?			
Gone out of your way to win an argument?			
Solicited donations for a cause?			
Given pains and thought to "selling yourself" in a letter of application for employment?			
Sold things to people who didn't really need them but couldn't turn you down?			
Taken a prize or honorable mention in an advertising contest?			
Had a paper route and solicited new subscriptions?			

(Temp. 8)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
To deal with an emergency?			
Being around nervous people?			
Working against deadlines or meeting quotas?			
Having to abide by complicated safety regulations?			
Facing physical danger?			

Do you think you would like	Don't Know	Like	Dislike
A well-paid job where an instant of indecision could wreck a machine or kill a person?			
A job in which you took care of dying persons and tried to promote their mental comfort?			
To operate a large excursion bus along hazardous rain-slick mountain roads?			
Solving emergency problems while test flying an aircraft?			
To be a skin diver who gets very high pay for working in waters known to be frequented by man-eating sharks?			

Have you (are you, do you)	Don't Know	Yes	No
Taken a course in Red Cross life-saving procedures?			
Worked with explosives?			
Worked on high places?			
Had to work around danger and observe complicated safety procedures?			
Been around people who laughed at you or ridiculed what you said?			
Given first aid such as mouth-to-mouth resuscitation, bandaging a wound, etc.?			
Been at the scene of an automobile wreck, or bad accident of any kind, when you had to get help for yourself or others?			

Check ( ) one

Do you like or dislike	Don't Know	Like	Dislike
To act on your "hunches?"			
Choosing among several possibilities?			
To put information into a formula?			
Breaking a problem down into steps and analyzing it?			
To think in a free-ranging, informal manner?			
Being systematic in whatever you do?			
Dealing with information which cannot be proved?			
When writing a theme, to let it develop as you go along?			

Do you think you would like	Don't Know	Like	Dislike
A job which demanded you to make decisions on the basis of a few facts which could be proved, and required you to ignore all other aspects of the situation?			
A job which required you to think about all possible answers to problems?			
A job in which you had to make instant personal decisions between two unpleasant alternatives, e.g., the policeman deciding whether to shoot or be shot at?			

Have you (are you, do you)	Don't Know	Yes	No
Often made a decision and thought up a reason for the decision later?			
When cooking, prefer to alter recipes to suit your own taste?			
When walking down the street, or when you get up in the morning, found that solutions to problems frequently "pop into your head?"			
Studied the posture of a baseball pitcher to figure out his next move?			
Rather judge an individual on the basis of all you personally know about him than rely on the statistical findings about people of his class?			

(Temp. 0)

Check (√) one

Do you like or dislike	Don't Know	Like	Dislike
The study of logic?			
Sticking to that which can be proved?			
Follow prevailing rules in making decisions?			
Performing tests or making measurements?			
To be systematic in whatever you do?			
Having verifiable standards to count on?			
Relying on experts?			
To have things precisely defined?			
Planning things in detail before you do them?			
Outlining a theme before you write it?			
Breaking down a problem into steps so you can systematically analyze it?			
To trust the findings of computers?			
Uniform standards in most things?			

Do you think you would like	Don't Know	Like	Dislike
A job in which you had test results on which to base all your decisions?			
A job in which you had to make decisions backed up only by your own observations and experiences?			

Have you (are you, do you)	Don't Know	Yes	No
See yourself as a person who likes facts and accepts them?			
Think of yourself as having a rational view of the world?			
Think you are guided by reality in the conduct of your life?			
See yourself as open-minded in considering both sides of an issue?			
Prefer a professional decorator to a "do-it-yourself" color scheme?			

(Temp. X)

Check (✓) one

Do you like or dislike to	Don't Know	Like	Dislike
Work out other people's ideas?			
Choose your own subject for a composition in school?			
Develop your own style in dress or room decorations?			
Express your feelings in writing or art?			
Depend on your own ideas?			
Make up something to cook instead of following a recipe?			
Plan color schemes using your favorite color?			
Write up what you think about a play, movie, or book?			

Do you think you would like to	Don't Know	Like	Dislike
Advise people on decorating their homes?			
Be a TV personality?			
Style people's hair?			
Be a music critic?			
Make up dance steps?			

Have you (are you, do you)	Don't Know	Yes	No
Carried out your own ideas to arrange a party?			
Written stories, music, or songs?			
Been careful to avoid being trite in what you write?			
Designed and made own greeting cards?			
Thought up puzzles?			
Planned a flower exhibit?			
Developed your own parlor tricks?			
Chosen and arranged furniture?			
Imagined and written a dramatic incident?			
Entered a box-top essay contest?			
Designed a special haircut for yourself or someone else?			

(Temp. Y)

Check (✓) one

Do you like or dislike	Don't Know	Like	Dislike
To check and double-check your work?			
Keeping things orderly and systematic?			
To put in great effort to get something exactly right?			
Doing work which requires extreme care and constant attention to get it right?			
When copying rows of figures, to be sure the rows are neat and straight?			
Doing an exact experiment in the school lab?			

Do you think you would like	Don't Know	Like	Dislike
Doing work where one mistake could have tragic consequences, as a druggist filling prescriptions?			
Spending hours, if necessary, to locate a misplaced decimal point?			
To watch a machine all day to be sure there were no flaws in the material it was turning out?			
To be responsible for the absolute perfection of goods you had inspected?			
Doing work of such fine accuracy that a mistake of one ten-thousandths of an inch would ruin the piece you are working on?			

Have you (are you, do you)	Don't Know	Yes	No
Made it a point to turn in neat examination papers?			
Spent hours hunting errors in arithmetic problems?			
Gone to trouble to see that things like decimal points and punctuation are placed properly?			
Made scale plans for model airplanes, boats, trains, etc.?			
Taken pains to learn just the right way to season food?			
Made draperies or slipcovers and precisely matched designs?			

EXPERIMENTAL FORMAT FOR DATA-PEOPLE-THINGS CHECK LIST
(For use with Worksheet II, Form ES 511.4)

EXPERIMENTAL INSTRUCTIONS

Name ______________________________ **Date** ______________________________

On the following pages, you are asked to imagine certain things.

On the left side of the page, under the words "I am" you will find certain kinds of persons named, as "worker," "student," "club member," etc. You will find some situations listed, as "waiting for a bus," "doing home chores," "giving a party," etc. You are to try to imagine yourself as such a person or a person in such a situation.

On the right side of each page, under the words "I would prefer to" you will find described three things you might be doing as such a person or in such a situation. You are asked to stop and imagine what doing the three things might be like. Then choose one of the three as that which you would prefer to be doing.

Squares ☐ are provided on the right for you to check (✓) the one which you choose.

GROUP 1

I am	I would prefer to	Check (✓) one
waiting for a bus	read a book, paper, or magazine	☐
	observe cars go by	☐
	strike up a conversation with another person	☐
a member of a science club	compute statistics for the club	☐
	set up scientific apparatus	☐
	solicit donations for the Science Fair	☐
a boat enthusiast	draw plans for a model boat	☐
	teach a friend to sail a model boat	☐
	build a model boat	☐
a clothes enthusiast	design a dress	☐
	make a dress	☐
	go shopping with a friend and help her select a dress	☐
a member of an athletic club	write up minutes of a club meeting	☐
	sell tickets for club game	☐
	mend damaged athletic equipment	☐
a worker	post figures in books	☐
	sit at a cash register taking payments from customers	☐
	gift wrap packages	☐

I am	I would prefer to	Check (✓) one
a mechanics enthusiast	read about how engines work	☐
	sell engines, explaining why one make is better than another	☐
	examine engines which will not start and repair them	☐
a member of a theater club	imagine and write up a dramatic incident	☐
	act out a dramatic incident	☐
	build stage scenery for use in an amateur theatrical	☐
a worker	type neat, correctly spelled letters	☐
	maintain a telephone answering service	☐
	arrange counter displays in a store	☐
doing a home chore	clean out refrigerator, checking and discarding stale food	☐
	wash the windows	☐
	telephone around to locate a TV repairman	☐

GROUP 2

I am	I would prefer to	Check (✓) one
waiting for a bus	pass the time of day with a fellow traveler	☐
	read a book	☐
	study the buildings around and their kind of construction	☐
a member of a club	be public relations chairman	☐
	be recording secretary	☐
	be exhibits arranger	☐
a worker	interview people	☐
	check answers on questionnaires	☐
	demonstrate a new gadget to show how it works	☐
a student	share homework with a fellow student	☐
	work out formulas alone	☐
	experiment with chemistry set	☐
a member of an amateur archaeology group	teach a class about Indian relics	☐
	write about Indian relics	☐
	dig up Indian relics and restore them	☐

I am	I would prefer to	Check (✓) one
a student	listen to a classmate tell about her problem and help her think it through	☐
	proofread her theme for her and offer criticism on its style	☐
	give her a home permanent and set her hair	☐
an antique enthusiast	lecture about antiques to an interested group	☐
	locate antiques, mend, and refinish them	☐
	carry on a correspondence with another antique enthusiast	☐
a member of a club	be a program chairman, lining up events and speakers for the season ahead	☐
	serve as club historian, researching its past records to compile a history of its accomplishments	☐
	prepare the hors d'oeuvres and fancy aspics for the club annual banquet	☐

GROUP 3

I am	I would prefer to	Check (√) one
waiting for a bus	observe different makes of cars go by	☐
	read a book, paper, or magazine	☐
	talk with a stranger and learn where he is going and what he thinks of the world situation	☐
a member of an astronomy club	be grinding a telescope lens and machining the mountings	☐
	be in the club office editing the monthly newsletter	☐
	be out organizing a social outing for club members	☐
settling down to read the Sunday newspaper	pour over the "do-it-yourself" page	☐
	thoughtfully read the book review sections	☐
	linger carefully over the accounts of events and the photographs in the society section	☐
engaged in a spare-time activity	build a model rocket	☐
	take a group of small boys or girls on a picnic	☐
	play chess	☐

I am	I would prefer to	Check (✓) one
helping to give a party	bake and decorate a cake	☐
	tell fortunes by reading palms	☐
	plan games to be played, writing up the instructions	☐
faced with a free Saturday afternoon	tinker with engines and motors	☐
	work crossword puzzles	☐
	practice with a group which is putting on a "skit" for a holiday social	☐
doing a chore for the club	bundle the newsletters and take to the post office	☐
	check addresses to see if they are readable	☐
	assist the membership chairman by passing out leaflets	☐

WORKER FUNCTION LEVEL RATING SCALE

(Data, Ideas)

You have indicated by your answers to questions on the questionnaire that you like working with ideas and data in the form of words, numbers, etc. Work in which you can do this varies in difficulty. It can be simple enough for you to learn in a very short time. It can take you many years to learn. Below are some illustrations of this. As you read these illustrations over, you will note that you begin with simple work and end with very difficult work.

	Could do now	Think could train to do
ONE		
This kind of work with data involves comparing one thing with another. It requires little training. You would do such things as	☐	☐

look over articles in a warehouse to check the labels

in an office, check envelopes to see if they are sealed

compare addresses on packages with mailing list to see if names are spelled correctly

	Could do now	Think could train to do
TWO		
This kind of work usually involves copying words, figures, etc., from one record to another. It requires a few weeks or months of special training. You are required to be very careful and accurate. You would do such things as	☐	☐

type information on forms

go from place to place in a truck, recording meter box readings indicating electric current consumed

copy figures by hand from bills in bookkeeping journals

	Could do now	Think could train to do

THREE

This kind of work involves computing in some way and requires considerable training in arithmetic and the use of figures. You are required to be quite accurate. You would do such things as	☐	☐

using a cash register, check out food in a cafeteria check out line

figure interest and discount rates in a bank

use fractions to figure specific quantities of lumber in a lumber supply plant

FOUR

This kind of work involves compiling, or gathering together information in a systematic way. Such work usually requires considerable training in school or on-the-job to learn the special work system. You would do such things as	☐	☐

use the principles of formal bookkeeping to maintain the business records of a company

secure information and maintain office medical records for a physician

record fingerprints in a police station and maintain fingerprint files

FIVE

This kind of work involves analyzing information. It usually requires a long period of training. Rather high specialized abilities are required to succeed in the work. You would do such things as	☐	☐

work in a laboratory, using scientific equipment to test bacteria

teach vocational subjects in a high school

select correct formulas as a basis for permanent waving particular kinds of hair

	Could do now	Think could train to do

SIX

This kind of work involves looking after very complex and many-sided activities. It usually requires a very long period of training and experience. It requires very high ability. Not all people have the ability to advance to this level of work. You would do such things as ☐ ☐

manage a factory

publish a newspaper

in an airport control tower, coordinate a sky full of planes coming in for a landing

SEVEN

This is the most difficult kind of work with ideas and data. People on this level originate ideas and think up things which no one has thought up before. They invent, make new plans, solve new problems, design new things. They require very special abilities and only a few people succeed on this level. You would do such things as ☐ ☐

design rocket engines for moonships

compose musical symphonies

do research and discover a cure for cancer

*****

Now you have thought about the different levels of working with data and ideas that are possible. Think about the training it takes. Think about all that you have learned about yourself.

Go back to the beginning. As you read from ONE to SEVEN, check (✓) in the left square ☐ the level at which you think you could work now. As you read further, check (✓) in the right square ☐ the level to which you would like to aspire in your life plans. You can then talk about all this with the counselor. Together you can study the whole picture of yourself and your ambitions. Together you can think about your future and plan a course of action.

(People)

You have indicated by your answers to questions on the questionnaire that you like working with people. There are many ways to work with people. Some work with people is quite simple. If you have the personality which enables you to work well with people, you can go into some jobs and learn to do them almost at once. Other kinds of work with people take many years of training. Below are some illustrations of this. As you read these illustrations over, you will note that you begin with simple work and end with very difficult work.

	Could do now	Think could train to do

ONE

This kind of work involves serving people. In such work you would be required to devote yourself to serving others and to taking direct orders. Some jobs involving serving require little training. Others require considerable training. You would do such things as	☐	☐

serve food to people in a restaurant, trying to please them in every way

clean house, doing the work just as your employer wishes it done

as an orderly in a hospital, carry out exactly orders from medical staff

TWO

This kind of work involves working with people in situations which require you to be pleasant and polite to them. Some of the jobs require but little training. Others require considerable training. You would do such things as	☐	☐

courteously place long distance calls for telephone patrons

at a gas station, service cars for customers, with a smile and pleasant "thank you" for each person

in a dentist's office, politely respond to patient's questions

in a business office, provide information to another worker, in a courteous, helpful manner

	Could do now	Think could train to do
THREE		
This kind of work involves working with people and being able to persuade them to a point of view. You will need the ability to talk convincingly about a product or service. Some of the jobs require little training. Others require a great deal of training. You would do such things as	☐	☐
in a hat shop, study the personality of a customer, and try to sell her the right hat		
call on firms to interest them in buying a line of machinery		
stand in a five-and-ten-cent store, demonstrating a new product to passers-by		
FOUR		
This kind of work involves performing before an audience. It requires that you have the ability to perform in some way. Some of the work requires long training but some requires very little. You would do such things as	☐	☐
direct a dance band		
be a baseball pitcher		
do a comedy act on TV		
play a tragic role in the movies		
do rock-and-roll vocals at an amusement park		
be a Santa Claus in the neighborhood store		
FIVE		
This kind of work involves supervising people. In this work you carry a great deal of responsibility. People usually require long training and experience. Not all persons have the ability to advance to supervisory work. You would do such things as	☐	☐
oversee a construction gang, showing workers how to use their tools		
supervise 50 or more typists		
in a factory, lay off employees who do not get to work on time		

Could do now ☐ Think could train to do ☐

SIX

This kind of work involves instructing people. You must be effective in talking to groups to succeed in this work. Most work of this type requires training extending over several years, and frequently requires advanced college degrees. You would do such things as ☐ ☐

teach science and try to arouse interest in it

develop children by leading them in games

give practical demonstrations to help farmers improve their farming methods

SEVEN

This kind of work involves negotiating with people in very complicated situations. The work is very tough and competitive. Success is not easy but the people who do succeed enjoy high status. You would do such things as ☐ ☐

participate in conferences to establish governmental policies

work out contracts between big manufacturing firms

confer with managers and workers to settle strikes

EIGHT

This is the highest type of work with people. On this level, you work with the total personality of the other person to help him solve his problems. You carry out your work according to professional principles. This work is very demanding in the standards it requires of you. For most of the jobs, the training time is very long, often extending over many years. You would do such things as ☐ ☐

as a PSYCHIATRIST, guide the therapy of mentally disturbed persons

as a CLERGYMAN, give spiritual counsel to bereaved persons in need of comforting

as a COUNSELOR, assist troubled persons to understand themselves and develop their personalities

*****

Now you have thought about the different levels of working with people that are possible. Think about the training it takes. Think about all that you have learned about yourself.

Go back to the beginning. As you read from ONE to EIGHT, check (✓) in the left square /__/ the level at which you think you could work now. As you read further, check (✓) in the right square /__/ the level to which you would like to aspire in your life plans. You can then talk about all this with the counselor. Together you can study the whole picture of yourself and your ambitions. Together you can think about your future and plan a course of action.

(Things)

You have indicated by your answers to questions on the questionnaire that you like working with things. There are many ways to work with things. Some work with things is quite simple. Other kinds are very difficult and require many years of training. Below are some illustrations of this. As you read these illustrations over, you will note that you begin with simple work and end with very difficult work.

Could do now | Think could train to do

ONE

This kind of work involves handling things. If this is all you do, the work usually requires little training. You would do such things as

☐ ☐

dust furniture in a home

shovel snow from city streets

pick berries on a farm

hand tools to a carpenter

pass out handbills in front of a store

rip seams in a dress factory

TWO

This kind of work involves working around machines. You would place materials in the machine or carry materials away from a machine. The work seldom requires much training but it may require you to keep up with a fast machine. You would do such things as

☐ ☐

remove barbecued chickens from a conveyor belt

put raw materials into machine hoppers

THREE

This kind of work involves working around machines. Some of it takes little training but some requires considerable training. The worker spends most of his time observing machines to tell if anything goes wrong. The work requires people who are able to pay close attention to the same thing all day. You would do such things as

☐ ☐

observe a machine winding cloth all day, to see if there are any wrinkles in the bolts of cloth

watch tanks in which wine is being fermented, checking temperature dials

Could do now | Think could train to do

FOUR

☐ ☐

This kind of work requires the person to use his hands, and perhaps his feet, to manipulate things. The skills which the work requires usually take quite a while to learn. You would do such things as

make artificial roses, twisting them into lifelike shapes

carefully tilt ladles to pour out red hot metal into molds

kill poultry in a slaughtering plant, slitting throats rapidly with a sharp knife

FIVE

☐ ☐

This kind of work involves driving vehicles of some kind. Some of the work can be learned in a few months. Some requires years of training and experience. People in the work carry heavy responsibility for the lives of others and the safety of property. You would do such things as

drive a passenger bus on a heavily traveled highway

pilot a "drone" plane from the ground

work levers to control the motion of a crane hoisting building materials to the top of a high building

SIX

☐ ☐

This kind of work involves operating a machine. Some of the work can be learned in a few months. Some requires years of training and experience. To succeed you must be the kind of person who catches on easily to the way machinery works and be quick to notice when it is not working right. You must be able to gear the speed at which you work to the speed of the machine. You would do such things as

start, stop, and keep running very large machines containing a hundred thousand or more working parts

operate a paper making machine which has many sections, each of which must be adjusted many times during the day

control an electronic computer, constantly observing control panel

Could do now   Think could train to do

SEVEN

This kind of work involves setting up machines. ☐ ☐ It usually requires a long period of training and experience. You must have the kind of mind that really understands machines and is quick to figure out how a machine can be used to produce a needed result. You would be doing such things as

fit machine sections together, following blueprints

change the fixtures on a lathe to machine a tool part

set up and adjust a set of instruments to track missiles being fired down range across the Atlantic Ocean

EIGHT

This work with things is called precision working. ☐ ☐ It is the most skilled work you can do with things and training for it is the longest and hardest. Not all people have the high aptitudes required to learn the work. You would do such things as

use precision surgeon's instruments to perform delicate brain operations

put together a whole galaxy of knobs, dials, and switches to form the control panel on a jet airliner

use pick, hammer, chisel, awl, and brush to uncover fragile fossil skeletons

use chisels to carve fine statues

reweave costly Oriental rugs

make absolutely watertight connections in a plumbing system

*****

Now you have thought about the different levels of working with things that are possible. Think about the training it takes. Think about all that you have learned about yourself.

Go back to the beginning. As you read from ONE to EIGHT, check (✓) in the left square ☐ the level at which you think you could work now. As you read further, check (✓) in the right square ☐ the level to which you would like to aspire in your life plans. You can then talk about all this with the counselor. Together you can study the whole picture of yourself and your ambitions. Together you can think about your future and plan a course of action.

CHECK LISTS

GROUP II

CHECK LIST I (Easy Reading)
(For use with Worksheet III, Form ES 511.5)

KEY:	
1 Clerical	8 Structural
2 Public Contact & Selling	9 Mechanical & Electrical
3 Service	10 Graphic Arts
4 Outdoor	11 Mining
5 Processing	12 Elemental
6 Machine	13 The Arts
7 Bench	

EXPERIMENTAL FORMAT

Name ____________________ **Date** ____________________

CHECK LIST OF EVERYDAY EXPERIENCES

RELATED TO ENTRY LEVELS OF THIRTEEN BASIC VOCATIONAL DIRECTIONS

It is important to find the kind of job we want and can do. It is not always easy to know whether we would like a particular kind of job or not. One way to get an idea is to think about everyday experiences we have had. We can think about the experiences we have liked and those we have disliked.

Things which we experience in everyday life are in some ways like the things we do when we are working on a job. Following is a list of things which you may have done in your everyday life. Go through it and check (✓) under "Like,""Dislike," or "Don't know much about."

After you have finished, you can talk with the counselor. The counselor will tell you about kinds of jobs which are the most like the everyday experiences which you have been happiest doing.

Below are listed various things you may have done or know about. Go through the list and check (✓) under "Like," "Dislike," or "Don't know much about."

L (Like) D (Dislike) ? (Don't know much about)

	L	D	?
Take notes on school work.	___	___	___
Check lists of names for correct spelling.........	___	___	___
Copy figures..............	___	___	___
Sort mail..................	___	___	___
Make up an index...........	___	___	___
Read a bus schedule........	___	___	___
Receive money from people and give a receipt for it..................	___	___	___
Make up lists of club supplies on hand........	___	___	___
Weigh packages and figure out the postage..........	___	___	___
Write neat letters.........	___	___	___
Make up a grocery list....	___	___	___
Take down messages over the phone................	___	___	___
Check letters for mistakes in grammar...............	___	___	___
File things according to the alphabet............	___	___	___
Learn a coding system.....	___	___	___
Type letters..............	___	___	___
Make charts...............	___	___	___
Sit at a desk.............	___	___	___
Find mistakes in arithmetic..................	___	___	___
Keep baseball scores......	___	___	___
Use a copying machine to copy printed material...	___	___	___
Learn to write up contracts..................	___	___	___
Collect newspaper clippings..................	___	___	___
Budget your allowance.....	___	___	___
Work with decimals and fractions................	___	___	___
Check reports for mistakes	___	___	___
Make a scrapbook..........	___	___	___
Keep a diary...............	___	___	___
Check stores for lowest prices to buy at cheapest place...............	___	___	___
Address envelopes..........	___	___	___
Get recipes when you buy something................	___	___	___
Check the change you get when you buy something in the store............	___	___	___

	L	D	?
Put money in a bank.......	___	___	___
Have a checking account and write checks.........	___	___	___
Read the newspaper.........	___	___	___
Read magazines.............	___	___	___
Count money................	___	___	___
Use a dictionary...........	___	___	___
Check groceries against cash register slip......	___	___	___

(1)

	L	D	?
Meet and talk to people...	___	___	___
Sell women's clothing in a store..................	___	___	___
Drive a taxicab...........	___	___	___
Sell pony rides at the amusement park...........	___	___	___
Sell drinks and cushions at a ball game..........	___	___	___
Take part in sports and games....................	___	___	___
Belong to clubs...........	___	___	___
Sell newspapers............	___	___	___
Answer the telephone......	___	___	___
Talk to strangers.........	___	___	___
Sell Christmas cards......	___	___	___
Wear a white shirt and tie	___	___	___
Act in a school play......	___	___	___
Wear business dress.......	___	___	___
Operate a bingo game......	___	___	___
Hand out advertising circulars................	___	___	___
Run a soda pop stand......	___	___	___
Do odd jobs to earn spending money................	___	___	___
Sell salve from door to door....................	___	___	___
Learn to read horoscopes..	___	___	___
Demonstrate for a cause...	___	___	___
Usher at a ball game......	___	___	___
Make phone calls...........	___	___	___
Lead games at a party.....	___	___	___
Be a volunteer teacher's aid......................	___	___	___
Be a volunteer recreation worker..................	___	___	___
Make change quickly.......	___	___	___
Contact public personalities..................	___	___	___

	L	D	?
Serve people at a gas station, grease and wash their cars	___	___	___
Serve people at a gas station, change and repair their tires	___	___	___
Serve people at a gas station, fill their automobiles with gas and oil	___	___	___
Get up a picnic or a dance	___	___	___
Meet all kinds of people	___	___	___
Drive a milk truck	___	___	___
Serve refreshments at a party	___	___	___
Sell tickets	___	___	___
Direct traffic for school.	___	___	___
Have a paper route and solicit new subscriptions	___	___	___
Be a church usher	___	___	___
Collect money for the Red Cross	___	___	___
Get people to sign a petition for a new playground	___	___	___
Persuade people to buy something	___	___	___
Guide hunting parties	___	___	___
Meet new people	___	___	___
Work in a five-and-ten-cent store	___	___	___
Be a "soda-jerk" in a drug store	___	___	___

	L	D	?
Buy meat and fruit at the supermarket	___	___	___
Help customers with groceries	___	___	___
Watch children on a playground	___	___	___
Usher at a ball game	___	___	___
Play games with children	___	___	___
Run an elevator at school.	___	___	___
Clean up the bathroom	___	___	___
Talk to children	___	___	___
Give first aid to a person who is hurt	___	___	___
Wear a uniform	___	___	___

	L	D	?
Make phone calls	___	___	___
Take care of puppies and kittens	___	___	___
Keep children clean and neat	___	___	___
Shine people's shoes	___	___	___
Cut and style hair	___	___	___
Wait on a sick person	___	___	___
Fix a friend's hair	___	___	___
Work after school at a gas station	___	___	___
Be at the same place at the same time every day.	___	___	___
Wait on tables at church suppers	___	___	___
Make the beds of sick people	___	___	___
Polish knives and forks	___	___	___
Shave people	___	___	___
Check coats in a checkroom	___	___	___
Mow lawns	___	___	___
Care for sick people in a hospital	___	___	___
Set tables	___	___	___
Give baths and feed sick or old people	___	___	___
Dress wigs	___	___	___
Wax and polish floors	___	___	___
Watch children swimming	___	___	___
Do the family ironing	___	___	___
Do odd jobs for the church	___	___	___
Tend furnace and boiler in an apartment building	___	___	___
Run a power machine to polish floors	___	___	___
Remove a splinter from a person's hand	___	___	___
Watch children on a playground	___	___	___
Apply a bandage to a person who has cut his hand	___	___	___
Fix a friend's nails	___	___	___
Drive a taxicab	___	___	___
Serve refreshments at a party	___	___	___
Tell stories to children	___	___	___
Cook meals in a private home	___	___	___
Baby-sit to earn spending money	___	___	___
Remove an eyelash from a person's eye	___	___	___

	L	D	?
Make cakes and pies	___	___	___
Clean chicken or fish	___	___	___
Operate a dishwashing machine	___	___	___
Cook for a construction crew	___	___	___

(3)

	L	D	?
Clear brush	___	___	___
Grow vegetables or fruit.	___	___	___
Hunt rabbits or duck	___	___	___
Train dogs to hunt	___	___	___
Raise horses and cows	___	___	___
Ride horses	___	___	___
Fight forest fires	___	___	___
Repair tractors, plows, mowing equipments, etc.	___	___	___
Cut logs and load on trucks	___	___	___
Plant and water flowers	___	___	___
Repair farm buildings, fences, and roads	___	___	___
Mow lawns	___	___	___
Raise chickens	___	___	___
Keep bees and collect their honey	___	___	___
Collect fishing rods	___	___	___
Go deep sea fishing	___	___	___
Fish in a pond or lake	___	___	___
Work outdoors	___	___	___
Plant trees	___	___	___
Cut down trees	___	___	___
Climb trees	___	___	___
Keep lawn mower in good repair	___	___	___
Run a tractor	___	___	___
Live away from the city	___	___	___
Observe the weather	___	___	___
Work with a harvest crew.	___	___	___
Pick berries or fruit	___	___	___
Gather vegetables	___	___	___
Prune trees	___	___	___
Raise dogs or cats	___	___	___
Set out plants in a truck garden	___	___	___
Keep a fish pond	___	___	___
Handle boats	___	___	___
Sleep in the open air	___	___	___
Hoe the vegetable garden.	___	___	___
Stack wheat in shocks	___	___	___
Clean out a barn	___	___	___

	L	D	?
Feed and water livestock	___	___	___
Have your hands in the dirt	___	___	___
Pile up hay in a field	___	___	___

(4)

	L	D	?
Work with chemicals	___	___	___
Work around strong odors	___	___	___
Read dials which record temperature	___	___	___
Wear protective clothing	___	___	___
Abide by safety regulations	___	___	___
Use formulas	___	___	___
Work with explosives	___	___	___
Work around furnaces and boilers	___	___	___
Dye clothes	___	___	___
Wash clothes in automatic washing machine	___	___	___
Watch bread baking in an oven	___	___	___
Pour chemicals into a tank.	___	___	___
Use bug killers to exterminate bugs	___	___	___
Watch chemical reactions	___	___	___
Adjust the flame on a gas stove	___	___	___
Pay close attention to time when roasting meat	___	___	___
Judge how hot metal is by its color	___	___	___
Kill chickens	___	___	___
Mix solutions	___	___	___
Mix dough for baking	___	___	___
Can fruits and vegetables	___	___	___

(5)

	L	D	?
Be around machines	___	___	___
Drive an automobile	___	___	___
Show people how a machine works	___	___	___
Drive a truck	___	___	___
Drive a taxicab	___	___	___
Operate a saw, punch press, or other machine	___	___	___
Race midget cars or stock cars	___	___	___
Work in the school print shop	___	___	___
Work in the school machine shop	___	___	___

	L	D	?
Run loom to weave cloth..	___	___	___
Run machine-shop equipment..................	___	___	___
Help construction machine operators..............	___	___	___
Work in a factory........	___	___	___
Run a vacuum cleaner.....	___	___	___
Run a sewing machine.....	___	___	___
Operate an automatic washing machine........	___	___	___

(6)

	L	D	?
Refinish furniture.......	___	___	___
Repair watches...........	___	___	___
Thread a sewing machine..	___	___	___
Cut out a dress, matching design of cloth.........	___	___	___
Make leather objects, such as belts and billfolds..................	___	___	___
Frame pictures...........	___	___	___
Sort fish by size and color..................	___	___	___
Reweave damaged rugs by hand...................	___	___	___
Remove old paint from automobile and repaint it.....................	___	___	___
Inspect dry cleaned clothing for spots.....	___	___	___
Tear apart and put together again a camera or a compass...........	___	___	___
Use plyers, screw drivers, wrenches, and tweezers...............	___	___	___
Make a dress.............	___	___	___
Upholster a chair........	___	___	___
Make a chair or table....	___	___	___
Stuff and mount a bird...	___	___	___
Knit sweaters or ties....	___	___	___
Make wigs................	___	___	___
Make artificial flowers..	___	___	___
Make a hat...............	___	___	___
Fit eyeglass lenses into frames.................	___	___	___
Decorate a cake..........	___	___	___
Practice marksmanship....	___	___	___
Build toy furniture........	___	___	___
Paint and decorate own room	___	___	___
Fold and put away laundered clothing.................	___	___	___
Press laundered clothes....	___	___	___
Mend clothing..............	___	___	___
Make a doll................	___	___	___
Make bracelets from coins..	___	___	___
Build dog houses and bird boxes....................	___	___	___
Make patchwork quilts......	___	___	___
Polish silverware..........	___	___	___
Make jewelry...............	___	___	___
Wrap packages, tying fancy bows.....................	___	___	___
Take guns apart and clean them.....................	___	___	___
String beads...............	___	___	___
Mount photographs in an album....................	___	___	___

(7)

	L	D	?
Lay brick..................	___	___	___
Watch carpenters at work...	___	___	___
Paint a room...............	___	___	___
Paint or "touch up" the automobile...............	___	___	___
Work on roofs or other high places....................	___	___	___
Set off dynamite...........	___	___	___
Climb ladders..............	___	___	___
Locate a leak in a water pipe......................	___	___	___
Use hand tools such as hammers, screwdrivers, and saws..................	___	___	___
Build a fence..............	___	___	___
Fix a leaking water faucet.	___	___	___
Work with figures..........	___	___	___
Hang wallpaper.............	___	___	___
Draw the floor plan of a house.....................	___	___	___
Build things with your hands.....................	___	___	___
Be a helper on a construction job.................	___	___	___
Work arithmetic problems...	___	___	___
Abide by safety rules......	___	___	___

	L	D	?
Build a dog house or bird box			
Measure with squares and rulers			
Work outdoors in any kind of weather			
Do heavy lifting			
Be in a noisy place			
Move from place to place			
Pour cement to make a walk.			
Move heavy objects			

(8)

	L	D	?
Work in radio or TV repair shop			
Keep tools cleaned and put away			
Take a machine apart and put it together again			
Replace spark plugs in cars			
Tighten screws and bolts			
Solder leaking automobile radiators			
Repair dented automobile fenders			
Repair leaking faucets			
Make a clock from spare parts			
Build a "hot rod"			
Tinker with the family car.			
Repair and keep up a bicycle			
Clean and maintain guns and rifles			
Repair tractors			
Locate a leak in a water pipe			
Take motors apart			
Remodel cars			
Work with high voltage electrical lines			
Operate electrical equipment			
Adjust automobile ignition.			
Adjust automobile generators or storage batteries			
Replace electric light bulbs			
Locate short circuits			
Mend worn electric wires with electric tape			
Take course in electricity			
Take course in mechanics			
Replace burned out fuses			
Replace tubes in radio set			
Collect old auto parts from junkyard			
Splice an electric extension cord			
Fix dead flashlights			
Keep a lawn mower in good working order			
Solder electrical connections			
Assemble and screw together knocked down furniture			
Use screwdrivers, wrenches, and other hand tools			
Fix dead electric irons or clocks			

(9)

	L	D	?
Print show cards or signs.			
Draw freehand sketches			
Make measured drawings			
Copy pictures			
Work in the school print shop			
Read printed matter for mistakes in spelling			
Use a stencil to make signs			
Whittle or carve objects			
Use camera to make pictures			
Operate a typewriter			
Draw designs			
Mix paint			
Make Christmas cards			
Draw with crayons			
Draw with pencils			
Take spelling courses			
Mend school book covers			

(10)

	L	D	?
Work with pick and shovel.			
Drill holes			
Wear heavy boots			
Timber walls			
Learn to recognize different kinds of rock			
Obey safety rules			
Work underground			
Work in sewer tunnel			
Operate a jackhammer			
Ride a hoist			
Work with a group			
Set off dynamite			
Load trucks or cars			
Lift heavy objects			
Dig ditches			

(11)

	L	D	?
Stack boxes			
Dig ditches			
Help a construction worker			
Wash cars			
Wash windows			
Sweep floors			
Bundle dirty clothes for the laundry			
Dust furniture			
Peel fruit			
Empty waste baskets			
Water plants			
Signal traffic			
Help on a garbage truck			
Clean up the bathroom			
Deliver messages by bicycle			
Tend to yards			
Wash dishes			
Iron clothes			
Move furniture			
Mop floors			
Carry groceries			
Feed animals			
Weed a garden			
Cut flowers			
Pick fruit			
Rake leaves			
Change tires			
Make beds			
Vacuum a rug			
Wax floors			

(12)

	L	D	?
Draw pictures			
Take pictures with a camera			
Decorate a room			
Conduct a band			
Be an artist's model			
Play a musical instrument.			
Play records of popular music for a social event			
Write short stories			
Write sports articles			
Write a report on a movie.			
Copy a picture			
Plan a color scheme			
Paint decorations on china			
Learn how to read a horoscope			
Enter poetry and song contests			
Give dancing lessons			
Lead games at a party			
Make cake decorations			
Write up news for newspaper			
Entertain people by dancing			
Tell jokes to amuse audiences			
Sing popular songs for a living			
Collect phonograph records			
Develop photographs			
Copy comic strips			
Entertain patrons of a night club			
Pose as a "cover girl"			
Appear on TV			
Arrange a window display in a store			
Sing in a restaurant			
Play a musical instrument in a restaurant			
Make fancy dishes			

(13)

CHECK LIST II (Easy Reading)
(For use with Worksheet III,
Form ES 511.5)

EXPERIMENTAL FORMAT

KEY:
1 Public Service
2 The Sciences
3 Engineering & Related
4 Bus. Relations
5 Managerial
6 The Arts
7 Clerical
8 Public Contact
9 Service
10 Primary Outdoor
11 Processing
12 Machine
13 Bench
14 Structural
15 Mechanical & Electrical
16 Graphic Arts
17 Mining
18 Elemental

Name ______________________________ Date ________________________________

CHECK LIST OF WORK ACTIVITIES RELATED TO EIGHTEEN BASIC VOCATIONAL DIRECTIONS

It is important to find the kind of job we want and can do. One problem is knowing more about different kinds of jobs. We need to consider jobs we don't know much about as well as the kinds of jobs that are done by people we know.

The check list which you are now going to read divides all the kinds of jobs there are into 18 types. This should help you to have a better idea of kinds of work you might like to do. You can also get a better idea of the kinds you might not like to do.

Read through the check list slowly. For each item listed, try to imagine just what such work would be like. Try to see in your mind's eye what such a worker is doing.

After you are able to picture the work to yourself, you are asked to check (✓) for one of three choices. Check (✓) under "L" if you think you would like the work. Check (✓) under "D" if you think you would dislike the work. Check (✓) under "?" if you can't make up your mind.

Sample

	L	D	?
Count Money.....	✓	___	___

This sample shows that the person thinks he would like to count money for he has checked (✓) under "L".

After you have finished filling out the check list, you can talk to the counselor. The two of you can discuss further the kinds of jobs which you think you would like.

	L	D	?
Show student nurses how to make beds............	___	___	___
Run for mayor and make speeches.................	___	___	___
Help people with their personal problems.......	___	___	___
Go into slums and tell people about jobs they can get.................	___	___	___
Help people pick out books in a library............	___	___	___
Referee sports on a playground..................	___	___	___
Go into a burning building to get people out.......	___	___	___
Dress dead people and arrange their funerals....	___	___	___
Plan meals for school free lunch program......	___	___	___
Examine sick people and give them medicine......	___	___	___
Work for a church mission that gives meals to poor people..................	___	___	___
Show housewives better ways to keep house......	___	___	___
Calm crying children and pull their bad teeth....	___	___	___
Chase speeders on the highway.................	___	___	___
Mix medicines in a drug store....................	___	___	___
Teach students how to repair cars...............	___	___	___
Show dull children how to string beads............	___	___	___
Stop people on the street and ask them what they think about the bus service.................	___	___	___
Enforce safety laws at a logging camp............	___	___	___
Teach in high school......	___	___	___
Use needles to draw blood from sick people........	___	___	___
Watch a swimming pool to see that no one drowns..	___	___	___
Teach police trainees in target practice.........	___	___	___
Get dead people out of wrecked cars............	___	___	___

	L	D	?
Visit rooming houses to check the fire escapes..	___	___	___
Arrest people caught robbing stores.............	___	___	___
Preach sermons............	___	___	___
Defend car thieves in court....................	___	___	___
Test the eyes of children, using reading charts....	___	___	___
Preside in a traffic court	___	___	___
Do streetcorner interviews on current events.......	___	___	___

(1)

	L	D	?
Give talks on bird life...	___	___	___
Study how people live in the city and write reports about it...........	___	___	___
Use a computer to solve scientific problems.....	___	___	___
Test blood of chickens for diseases.................	___	___	___
Work in a plant where atom bombs are made.....	___	___	___
Cut up dead animals and draw sketches of how they look...............	___	___	___
Use mathematics to solve new problems............	___	___	___
Work with rats in a science Laboratory..............	___	___	___
Test milk for TB germs....	___	___	___
Work on ways to test people who want to become airplane pilots....	___	___	___
Try to find a cure for cancer..................	___	___	___
Try to find a new way to purify the air we breath.................	___	___	___
Study the causes of earthquakes..................	___	___	___
Find out new things about the sun.................	___	___	___
Make chemical tests.......	___	___	___
Find a way to keep metal from rusting............	___	___	___
Find a way to control the weather.................	___	___	___
Study fishlife at the bottom of the ocean........	___	___	___

(2)

	L	D	?
Test city water to see if it is pure enough to drink	___	___	___
Draw exact plans for a city street light system	___	___	___
Design a highway cloverleaf	___	___	___
Plan the layout of machines in a factory	___	___	___
Pilot a passenger airplane	___	___	___
Design a space suit for an astronaut	___	___	___
Learn to operate a high-speed computer	___	___	___
Decide where to put bus stops along city streets	___	___	___
Be a test pilot of airplanes	___	___	___
Survey the route for a power line across a mountain	___	___	___
Use radar to locate planes in cloudy weather	___	___	___
Design safety belts for cars	___	___	___
Make X-ray pictures of steel bridge parts to find weak places	___	___	___
Draw plans for a high rise apartment building	___	___	___
Try out ways to improve automobiles	___	___	___
Invent new train engines	___	___	___
Plan river dams to control floods	___	___	___
Work to improve television broadcasting	___	___	___

(3)

	L	D	?
Visit stores to interest them in buying new scales	___	___	___
Estimate trade-in allowances for people buying new cars	___	___	___
Do banking for a big company	___	___	___
Decide how much you think a loan company could lend a family on its furniture	___	___	___
Keep up with the stock market	___	___	___
Handle a business firm's money	___	___	___
Buy a line of clothing from a wholesale house	___	___	___
Advertise a line of goods	___	___	___
Plan TV commercials to advertise soap	___	___	___
Think up sales ideas	___	___	___
Be in charge of the accounts for a car dealer	___	___	___
Run a life insurance agency	___	___	___
Schedule overseas freight shipments	___	___	___
Visit markets and buy a line of furniture for a store	___	___	___

(4)

	L	D	?
Be boss of a construction crew	___	___	___
Supervise a crew of taxi drivers	___	___	___
Be foreman of a road gang	___	___	___
Supervise a group of typists	___	___	___
Be forelady in a dress factory	___	___	___
Be the leader of a berry picking group	___	___	___
Be foreman in an automobile plant	___	___	___

(5)

	L	D	?
Make up songs and music	___	___	___
Write news for morning paper	___	___	___
Make ashtrays	___	___	___
Paint fancy cakeplates	___	___	___
Model clothes in a large department store	___	___	___
Pose for an artist who paints magazine covers	___	___	___
Photograph burning buildings for a picture magazine	___	___	___
Speak two languages	___	___	___
Dance in a night club	___	___	___
Tell jokes on TV	___	___	___

	L	D	?
Act in a TV play	___	___	___
Be a member of a band	___	___	___
Be a popular singer and make records	___	___	___
Pick out drapes and rugs for home	___	___	___
Take pictures of homes to run in Sunday paper	___	___	___
Be a ball player	___	___	___
Be a boxer	___	___	___
Write the plot for a Western movie	___	___	___
Write a detective story	___	___	___
Ride horses in a circus	___	___	___
Decorate a house for a wedding	___	___	___
Take pictures of wild animals	___	___	___

(6)

	L	D	?
Figure out wages from time records	___	___	___
Type legal forms for a lawyer	___	___	___
File letters by the alphabet	___	___	___
Code letters according to their subject	___	___	___
File sales slips according to the name of firm	___	___	___
Run a copying machine to copy letters	___	___	___
Watch highway and keep a record of number of cars passing	___	___	___
Take shorthand and type it out	___	___	___
Cash checks for customers in a bank	___	___	___
Weigh bolts of cloth and enter weight in a book	___	___	___
Read typed letters to see if any of the words are spelled wrong	___	___	___
Keep records of the time workers come to work and when they leave	___	___	___
Check bills to see if they are added right	___	___	___
Count money	___	___	___
Collect payments from store customers and write receipts	___	___	___
Compose and write letters yourself	___	___	___
Figure income tax returns for people	___	___	___
Sort and deliver mail	___	___	___
Take notes at meetings	___	___	___
Copy long lists of figures	___	___	___
Make up an index	___	___	___
Count stock on hand in a store and list in a book	___	___	___
Weigh packages and find right postage on a chart	___	___	___

(7)

	L	D	?
Collect coins and refill juke boxes in a dance hall	___	___	___
Drive a milk truck	___	___	___
Sell pony rides to children	___	___	___
Sell and install furnaces in apartment houses	___	___	___
Drive a truck and talk over a public-address system	___	___	___
Drive a taxicab	___	___	___
Collect toll charges from car drivers on a toll road	___	___	___
Sell postage stamps	___	___	___
Take in dirty suits which customers want dry cleaned and give them call slips	___	___	___
Operate a telephone switchboard	___	___	___
Sell car trailers or mobile homes	___	___	___
Train dime-store salesgirls	___	___	___
Show new check-out girls in a store how to use cash register	___	___	___
Teach truck drivers safety rules	___	___	___
Sell women's shoes	___	___	___

	L	D	?
Guide people on hunting trips	___	___	___
Drive tourists around the city, calling out points of interest	___	___	___
Make airplane reservations for people	___	___	___
Run bingo game at amusement park	___	___	___
Call on people to collect bad debts	___	___	___
Sit at an office desk and greet callers	___	___	___
Call at people's homes to sell them insurance	___	___	___

(8)

	L	D	?
Wash dishes	___	___	___
Be a guard at a railroad crossing	___	___	___
Clean up buildings	___	___	___
Make beds and give baths to sick people in a hospital	___	___	___
Cook and serve meals	___	___	___
Keep a home clean and neat	___	___	___
Check coats or luggage in a check room	___	___	___
Give shaves and haircuts in a barbershop	___	___	___
Serve meals to highway road gangs	___	___	___
Wait on tables in a restaurant	___	___	___
Keep restrooms clean	___	___	___
Fix people's hair	___	___	___
Run a rooming house	___	___	___
Keep up the grounds around an apartment building	___	___	___
Be paid to dance with people	___	___	___
Make hot dogs at a road stand	___	___	___
Rent rooms in a rooming house	___	___	___
Iron people's clothes	___	___	___
Mix drinks at a bar	___	___	___
Help people dress	___	___	___
Fire boilers in an apartment house	___	___	___
Rent bathing suits at a bath house	___	___	___
Care for orphan babies in a children's home	___	___	___

(9)

	L	D	?
Run a dairy, milking cows by machine	___	___	___
Run a farm, growing crops and raising beef cattle.	___	___	___
Raise fish to stock fish ponds	___	___	___
Plant and water flowers	___	___	___
Repair fences and roads on a farm	___	___	___
Grow a truck garden	___	___	___
Raise chickens, gather eggs and box for sale	___	___	___
Fight forest fires	___	___	___
Travel back country roads in a jeep	___	___	___
Plow a field with a tractor	___	___	___
Live alone in a lighthouse	___	___	___
Fish for a living	___	___	___
Steer a fishing boat	___	___	___
Saw down trees	___	___	___
Be a ship captain	___	___	___
Be a seaman and see the world	___	___	___
Cut firewood and split it up	___	___	___
Work around a sawmill	___	___	___
Spray apple trees to protect fruit from worms	___	___	___
Clean out horse stables	___	___	___
Drive a truck to haul logs from saw mill to lumber plant	___	___	___
Mow hay, cure it, and haul it up	___	___	___
Dig out tree stumps to clear a field	___	___	___
Hunt rabbits and game birds	___	___	___
Plant flowers in spring and sell seedlings	___	___	___
Kill hogs and calves and cure meat	___	___	___

(10)

	L	D	?
Watch temperature dials on ovens in which bread is baking			
Dry bricks at a brick yard			
Treat rayon fibers in a vat			
Operate a press to make car parts out of red hot metal			
Tend furnaces or stoves in which metal is being heated			
Blend snuff			
Operate equipment to freeze water into ice			
Fill drums with heating gas			
Operate equipment which mixes paint			
Make chemical tests			
Mix explosive materials, using great care			
Blend flour in a mill			
Learn and use formulas in your work			
Read dials and record temperatures			
Follow safety regulations.			
Dye clothes in vats			
Bottle pickles in a cannery			
Dye window shades			
Mix explosives, such as TNT			
Distill alcohol			
Churn milk to make butter.			
Mix dry cleaning solutions			
Make ice cream			
Bleach leather in a tank			
Operate crusher to grind rock			
Cure hams by smoking			

(11)

	L	D	?
Break new roads with a bulldozer			
Feed rough lumber into a bandsaw			
Run a machine which cuts glass			
Start and stop a machine which glues paper boxes			
Drive a car			
Drive a trailer truck			
Run a sewing machine to hem sheets			
Polish guns in a machine shop			
Operate a crane to help build a high building			
Run a machine which sands baseball bats			
Operate a lathe to make fountain pen parts			
Run a lumber sawing machine			
Weave checked cloth on a loom			
Run a machine that makes dishpans			
Operate a saw to saw furniture parts			

(12)

	L	D	?
Examine diamonds under a magnifying glass to check for flaws			
Fit eyeglass lenses in frames			
Reweave torn rugs			
Take paint off automobile with paint remover and repaint it			
Taste samples of food to report on flavor			
Solder wires in radio sets.			
Pack fancy candy into boxes			
Check dry cleaned garments for spots			
Match knitting wool by color			
Sort fox skins by size and color			
Sort berries, throwing out bad ones			
Separate good fruit from rotted			
Examine rings to see if sets are loose			
Be a dressmaker, sewing hems by hand			

	L	D	?
Make suits for members of a movie cast			
Use hands to put strings on banjos			
Assemble flashlights			
Glue wooden chair parts together			
Inspect cigars for loose wrapper leaves			

(13)

	L	D	?
Build a rock wall or chimney			
Use knife and long ruler to cut pieces of linoleum			
Check old floors for rotted places			
Use an electric drill to drill holes			
Lay tile floors, matching pattern			
Climb ladders			
Cover roofs with shingles.			
Do bricklaying on a large building			
Figure out the amount of lumber needed to build a garage			
Paint houses			
Run a crane to lift heavy steel beams			
Stand on a roof, signalling a crane operator on the ground			
Check water pipes for leaks			
Waterproof a wall			
Set off dynamite on a road construction job			
Do a neat job of putting molding around window frames			
Use hammers, plumb bobs, and crow bars			
Tie heavy objects with wire to move them			
Change jobs several times during year			
Draw the floor plan for a house			

	L	D	?
Read blueprints			
Plaster a room			
Pour a cement floor and smooth it off			
Match and hang wallpaper			
Put up scaffolds around buildings			
Dig ditches and lay water lines			
Be out in all kinds of weather			
Measure with squares and rulers			
Work on roofs and other high places			

(14)

	L	D	?
Control the switchboard in an electric power house			
Tune up motors			
Assemble machinery which comes knocked down			
Adjust a loom to weave a design in cloth			
Repair hi-fi sets			
Service telephones which have gone dead			
Assemble machinery which comes knocked down, going by diagram			
Adjust knitting machines which knit socks			
Repair electric ranges			
Learn to service high-speed computers			
Install television sets			
Install electronic equipment in a television broadcasting station			
Repair high voltage power lines knocked out by snow storms			
Test electrical instruments			
Remodel cars			
Take motors apart			
Set up a machine, following diagrams			
Read blueprints			

	L	D	?
Locate short circuits in electric lines	___	___	___
Examine cars that won't run to see what the trouble is	___	___	___
Use wrenches and pliers	___	___	___
Insulate and connect electric wires	___	___	___

(15)

	L	D	?
Paint lettering on signs	___	___	___
Draw with crayons	___	___	___
Copy pictures	___	___	___
Mix different colored inks to match a sample color.	___	___	___
Read printed matter for mistakes in spelling	___	___	___
Take pictures with camera and develop films	___	___	___
Color photographs by hand.	___	___	___
Make signs, checking all words for correct spelling	___	___	___
Set newspaper headlines by hand	___	___	___
Bind books	___	___	___
Paint designs on glassware	___	___	___
Print signs to hang in store windows	___	___	___
Use a camera to photograph printed material	___	___	___
Work in a newspaper print shop	___	___	___
Run a printing press	___	___	___
Draw sketches	___	___	___
Draw cartoons	___	___	___
Make show cards	___	___	___
Draw with crayons	___	___	___

(16)

	L	D	?
Dig with pick and shovel	___	___	___
Use earth digging machinery	___	___	___
Load rocks onto cars	___	___	___
Operate mining machines	___	___	___
Work with a team	___	___	___
Observe safety rules	___	___	___
Set off dynamite	___	___	___
Build scaffolds	___	___	___
Work underground	___	___	___
Drill holes in rock	___	___	___
Blast out rock	___	___	___
Build walls in mine shafts to prevent cave-ins	___	___	___
Split up rock with a jackhammer	___	___	___

(17)

	L	D	?
Hang up washed clothes	___	___	___
Mow lawns	___	___	___
Clean paint brushes	___	___	___
Stack crates of milk onto a truck	___	___	___
Dig with pick and shovel	___	___	___
Pull feathers from killed chickens	___	___	___
Collect eggs on a farm	___	___	___
Clean up rest rooms	___	___	___
Sweep around machines in a factory	___	___	___
Clean fish	___	___	___
Load logs on trucks	___	___	___
Stack shocks of wheat at harvest time	___	___	___
Bring supplies to a worker who runs a machine in a factory	___	___	___
Drive stakes and put up a fence	___	___	___
Wash dishes	___	___	___
Clean up machines in a factory	___	___	___
Peel fruit	___	___	___
Move boxes on a hand truck in a factory	___	___	___
Pass out handbills on the street	___	___	___
Flag down traffic on the highway	___	___	___
Separate rotted fruit from good	___	___	___
Help a construction worker	___	___	___
Wash cars	___	___	___
Wash windows	___	___	___
Sweep floors	___	___	___

(18)

CHECK LIST III (Standard Reading)
(For use with Worksheet III,
Form ES 511.5)

EXPERIMENTAL FORMAT

KEY:
1 Public Service
2 The Sciences
3 Engineering & Related
4 Bus. Relations
5 Managerial
6 The Arts
7 Clerical
8 Public Contact
9 Service
10 Primary Outdoor
11 Processing
12 Machine
13 Bench
14 Structural
15 Mechanical & Electrical
16 Graphic Arts
17 Mining

Name ______________________________ Date __________________________

CHECK LIST OF WORK ACTIVITIES

RELATED TO SEVENTEEN BASIC VOCATIONAL DIRECTIONS
(Excludes Elemental)

This work activities check list is to give you a bird's eye view of the world of jobs. It divides all the kinds of work there are into 17 broad types. Instead of thinking about only the kinds of jobs you now know something about, go over the check list. Read the work activities listed and try to imagine what such work would be like. Try to see in your mind's eye just what such a worker is doing.

After you are able to picture the activity to yourself, you are asked to check (✓) for one of three possibilities. If you think you would like to do this kind of work activity, make a check (✓) under the "L." If you don't think you would like the work activity, make a check (✓) under the "D." If you are not certain whether you would like the activity or not, make a check (✓) under the "?."

After you have checked each activity, go back and double check (✓✓) at least three activities that you think you would most like to do.

After you have filled out the check list, the counselor will go over it with you. The two of you can discuss further your interests and the jobs you think you would like.

Below are listed various activities that take place in the world of jobs. Go through the list and check (✓) under "Like," "Dislike," or "?" if you can't decide.

L (Like) D (Dislike) ? (Uncertain)

	L	D	?
Attach electrodes to a patient's body to record heart action	___	___	___
Teach children who work hard but are slow to learn	___	___	___
Administer last rites to dying persons	___	___	___
Give ability tests to job seekers	___	___	___
Chase and arrest speeders.	___	___	___
Plan menus for children's school lunch program	___	___	___
Amputate a bird's wing	___	___	___
Inspect scales to protect the public from fraud	___	___	___
Cross-match blood samples of patients awaiting transfusions	___	___	___
Administer religious services at weddings	___	___	___
Administer a lie detector test to employees in a bank	___	___	___
Test blood of poultry for diseases	___	___	___
Advise corporation presidents about legal matters	___	___	___
Identify a wanted suspect by his fingerprint	___	___	___
Inject needles and collect blood from patient at his bedside	___	___	___
Study human cells under the microscope to detect cancer	___	___	___
Teach spoiled and difficult to control children	___	___	___
Read book reviews and select books for library	___	___	___
Interview and counsel people about jobs or schooling	___	___	___
Prepare medicines according to doctor's prescriptions	___	___	___

	L	D	?
Conduct research and write scholarly articles for publication	___	___	___
X-ray people's teeth in a dentist's office	___	___	___
Operate on dogs to save their lives	___	___	___
Climb high ladders and rescue persons from burning buildings	___	___	___
Defend accused lawbreakers in court	___	___	___
Teach widows how to budget Social Security benefits	___	___	___
Embalm dead bodies and arrange funerals	___	___	___
Preside as a judge in a traffic court	___	___	___
Teach games and dances to very young children	___	___	___
Work with community leaders to eliminate juvenile delinquency	___	___	___
Advise housewives on best buying methods	___	___	___
Destroy cats with incurable diseases	___	___	___
Treat sick cats with antibiotics	___	___	___
Make arrests, subdue drunks and criminals	___	___	___
Direct discussions of students and give examinations to them	___	___	___
Run an EKG machine that records the heart's action	___	___	___
Write and deliver sermons to interpret the Bible	___	___	___
Perform surgery on very ill people	___	___	___
Memorize the names of thousands of muscles in the human body	___	___	___
Visit slum homes and write up case histories of welfare recipients	___	___	___

	L	D	?
Restore the faces of dead accident victims to a natural appearance	___	___	___
Investigate the fitness of couples seeking to adopt babies	___	___	___
Give counsel to young people on newest books related to their interests	___	___	___
Watch people in swimming area to prevent accidents	___	___	___
Teach rules of sports to children on a playground	___	___	___
Guide the therapy of mentally disturbed persons.	___	___	___
Give spiritual guidance to bereaved persons in need of comforting	___	___	___
Work with people to help them develop their personalities	___	___	___

(1)

	L	D	?
Observe and report weather conditions	___	___	___
Conduct public opinion surveys	___	___	___
Make chemical or laboratory tests	___	___	___
Conduct studies on economic problems	___	___	___
Program a computer	___	___	___
Study the human nervous system	___	___	___
Study behavior of rats in a maze	___	___	___
Work long years trying to find a cancer cure	___	___	___
Conduct research on the nature of gravity	___	___	___
Work alone all night in an astronomical observatory	___	___	___
Dig for buried fossils in desert country	___	___	___
Go on expeditions to unearth buried cities	___	___	___
Descend to the ocean's floor in a bathysphere	___	___	___
Develop a theory of weather conditions on another planet	___	___	___
Do research as a basis for locating petroleum deposits	___	___	___
Develop theories about new discoveries, e.g., "quasars"	___	___	___
Visit jungle natives to learn their language	___	___	___
Research old records to compile a history of past times	___	___	___
Solve human problems in space flight	___	___	___
Spend years working out a new system of mathematics	___	___	___
Do research to learn more about thinking and memory	___	___	___
Study dolphin behavior and write a book about it	___	___	___
Make weather reports, relying on data from weather satellites	___	___	___
Research the origins of plant diseases	___	___	___
Work out the mathematical procedures for conducting a government census.	___	___	___
Sail around the world to photograph a solar eclipse	___	___	___
Fly a helicopter over an exploding volcano	___	___	___
Do research in the field of big city problems	___	___	___
Observe and report how lions live in their natural haunts	___	___	___
Study human cells under a microscope	___	___	___

(2)

	L	D	?
Explore the earth's crust to locate gas and oil deposits	___	___	___
Plan and design roads and bridges	___	___	___

	L	D	?
Design tools, machines, and electrical equipment	___	___	___
Work out high-speed computer problems using mathematics	___	___	___
Lay out machinery and plan flow of work in a factory	___	___	___
Observe and plot light flashes on radar scope to report air traffic	___	___	___
Make detailed drawings from specifications for buildings	___	___	___
Survey land to determine its measurements and contour	___	___	___
Spend hours at a drawing board, inking in cubes and letters	___	___	___
Make detailed measurements of land areas	___	___	___
Direct airplanes in flight, receiving messages and giving instructions simultaneously	___	___	___
As captain of an airplane, keep the plane safely airborne with one engine crippled	___	___	___
Do high speed photography of projectiles in flight	___	___	___
Operate a computer to solve engineering problems	___	___	___
Direct the splashdown of a satellite capsule and an astronaut crew	___	___	___
Work up input data for a computer and interpret its output data	___	___	___
Design large constructions such as airport facilities or city layouts	___	___	___
Work with such technological problems as automated equipment and color TV	___	___	___
Design rocket launchers	___	___	___

(3)

	L	D	?
Visit furniture markets to purchase new lines of furniture for department store	___	___	___
Rewrite manufacturers' specifications on a product into appealing consumer language	___	___	___
Work out tables of insurance risks for various classes of people	___	___	___
Arbitrate disputes between management and labor	___	___	___
Plan transportation schedules to relieve traffic congestion on city streets	___	___	___
Visit the New York markets to select a line of women's millinery	___	___	___
Dream up ideas for use in an advertising campaign.	___	___	___
Arrange TV and radio advertising time	___	___	___
Conduct depth interviews to find out people's secret buying preferences	___	___	___
Draw up loan contracts for a finance company	___	___	___
Carry out advertising campaigns to promote good will	___	___	___
Assemble the facts and figures to determine if a firm is making or losing money	___	___	___
Forecast stock futures for clients	___	___	___
Devise new accounting systems for a large business	___	___	___
Plan a sales campaign for a big wholesale house	___	___	___

(4)

	L	D	?
Plan the work of other people..................	___	___	___
Direct a crew of workmen..	___	___	___
Supervise clerical staff in an office............	___	___	___
Organize and direct operations of a factory......	___	___	___
Supervise a group of salesmen................	___	___	___
Be responsible for the work of other people....	___	___	___
Draw up organization charts..................	___	___	___

(5)

	L	D	?
Draw pictures to illustrate a symphonic record album..................	___	___	___
Chisel and hammer wood to shape a human figure....	___	___	___
Forecast hat fashions.....	___	___	___
Arrange novel displays in store windows to attract customers...............	___	___	___
Draw pictures to illustrate a rubber tire.....	___	___	___
Design a public building that is to honor a dead statesman...............	___	___	___
Rush to a burning building in the middle of the night to photograph it..	___	___	___
Rehearse camera placement for hours to get the right picture...........	___	___	___
Take action pictures at fastest speed...........	___	___	___
Get special interest pictures such as a child praying or galloping horses or a theater first night.............	___	___	___
Draw pictures to illustrate newest styles in clothes.................	___	___	___
Improvise jazz or rock and roll in a night club....	___	___	___
Perform in a band exactly as conductor directs....	___	___	___

	L	D	?
Write a daily half-hour program for television every day...............	___	___	___
Rewrite an adult book in language suitable for children................	___	___	___
Endure hardship and dangers to get a news story on the battlefront or out of the underworld...	___	___	___
Interpret rapid-fire dialogue between a foreign and a native public figure...........	___	___	___
Translate dialect from one language to another.....	___	___	___
Write technical directions for assembly of knocked-down machinery..........	___	___	___
Give play-by-play descriptions of sports to a TV or radio audience.......	___	___	___
Relate human interest facts about dignitaries at political conventions	___	___	___
Spend months learning lines in a play to get them letter perfect.....	___	___	___
Act out various personalities in movie roles from time to time.......	___	___	___
Be a fashion model and wear a fixed smile for long periods............	___	___	___
Perform a dance routine exactly as planned by choreographer...........	___	___	___
Express the emotion of human experience by means of dance forms....	___	___	___
Be a boxer, and stay in the game till the end, regardless of injuries and pain.................	___	___	___
Try to be the one best baseball pitcher, always practicing the game.....	___	___	___
Draw up horoscopes for people and give them a "reading" of their futures.................	___	___	___

	L	D	?
Perform feats of daring on the high wire			
Act role of "Mickey Mouse" in a pre-Christmas advertising pageant			

(6)

	L	D	?
Meet prominent and interesting people as secretary to a leading citizen			
Be responsible for recording every word spoken in a courtroom			
Type letters and reports which are flawless in appearance			
Gather information from files and records as a basis for composing business letters			
Investigate background and personal characteristics of job applicants			
Figure insurance rates from actuarial tables			
Classify financial transactions and enter into journals and books of account			
Verify the identity of persons seeking to cash checks in a bank			
Check out production schedules in a factory			
Inventory stocks in a warehouse			
Schedule the flow of traffic from a bus station for a holiday period			
Handle complaints of passengers who have missed their planes because of traffic snarls			
Learn a code which enables you to read secret messages			
Calculate sums due policy holders upon death of an insured person			
Deliver mail in the city according to a prearranged schedule of time and street order			
Run a copying machine all day, stopping only to clean the rollers of ink			

(7)

	L	D	?
Collect delinquent accounts by letter and insistent followup telephone calls			
Greet and introduce guests to each other at a social function			
Telephone newcomers to a city to offer information on community facilities			
Keep detailed records as tallies and sales slips			
Make change and wrap articles for customers			
Check cars for needed services at a service station			
Impersonate storybook characters such as Snow White at a toy counter in a store			
Photograph passersby on street and ask them to buy the pictures			
Solicit gifts for a church or charity organization			
Explain the advantages of a particular product to a customer in a store			

(8)

	L	D	?
Cut and style hair........	___	___	___
Run a power-driven machine to wax and polish floors	___	___	___
Play phonograph records according to customer's selection in a restaurant..................	___	___	___
Keep up with the small repair jobs in an apartment building..........	___	___	___
Plan a full-course dinner.	___	___	___
Assist in giving emergency treatment to bloody accident victims in a hospital................	___	___	___
Play games with children and read to them........	___	___	___
Shine people's shoes and repair shoe heels in a variety store shoe shop.	___	___	___
Work in a private home, keeping up with the daily round of household work..................	___	___	___
Dress and undress infants, feed and bathe them.....	___	___	___
Wait on tables, suggesting dishes, best wines, etc. to guests...............	___	___	___
Cut the hair of hard-to-please customers........	___	___	___
Help with the care of unruly mental patients in a hospital.............	___	___	___
Be paid to act as a social partner to accompany others to the theater, dances, the races, etc..	___	___	___
Usher at a theater or ball game...............	___	___	___
Show apartments and collect rents for an apartment house.........	___	___	___
Sooth nervous passengers on an airliner..........	___	___	___
Time skin treatments according to safety limits	___	___	___
Emphasize customer's best points in styling hair..	___	___	___
Purchase foods, judging best cuts of meat, freshest fruit, etc.....	___	___	___

	L	D	?
Run an apartment building inspecting all details of its operation every day....................	___	___	___

	L	D	?
Fight forest fires as a member of a crew, using dynamite to stop spread of fire..................	___	___	___
Work alone at an outpost of civilization, trapping animals, walking miles each day to set and check traps..........	___	___	___
Prune trees to enhance their beauty.............	___	___	___
Observe a ship's course as it is automatically steered by a gyroscope...	___	___	___
Construct fish breeding ponds and look after the feeding of young fish....	___	___	___
Saw off large tree limbs, branch by branch, using climbing spurs and safety belt....................	___	___	___
Steer ships at sea or dock them in port............	___	___	___
Run a dairy farm, caring for cows and preparing their milk for market....	___	___	___
Collect fish eggs..........	___	___	___
Exhibit prize winning crops at fairs.................	___	___	___
Participate in rescuing fishing boats trapped in heavy seas...............	___	___	___
Plant young pines and care for seedlings............	___	___	___
Use nets, lines, hooks, harpoons, and spears to catch fish...............	___	___	___
Plan the rotation of farm crops to keep the soil improved.................	___	___	___
Raise chickens, gather and sell their eggs..........	___	___	___
Experiment to develop new colors in flowers........	___	___	___

	L	D	?
Live in an island lighthouse, returning to mainland only once a month	___	___	___
Do undersea diving to collect sponges for sale	___	___	___
Be punctual in tasks such as milking cows, feeding animals, or harvesting tomatoes at the proper time	___	___	___
Select trees to be cut into logs by sawmill crew, according to size and straightness of tree	___	___	___
Keep bees and collect their honey	___	___	___
Train dogs to hunt birds and forest animals	___	___	___

(10)

	L	D	?
Blend cheese, tasting to judge when it is right	___	___	___
Carry out chemical tests	___	___	___
Mix explosives, following complicated safety regulations	___	___	___
Observe color changes in molten metal to judge when it can be shaped by presses	___	___	___
Manipulate a series of valves in a chemical plant, where one mistake could produce an explosion	___	___	___
Follow timetables to control chemical reactions	___	___	___
Make wine, judging its fermentation stage by its smell	___	___	___
Observe atomic reactors	___	___	___
Regulate control valves to keep an oil well flowing properly	___	___	___
Electroplate objects with bronze, brass, copper, etc	___	___	___
Test chemical reactions with instruments, recording the results	___	___	___
Mix chemical ingredients by precise formulas	___	___	___
Use extreme care in working with explosives, gases, etc	___	___	___

(Cr.)

	L	D	?
Tend furnaces, stoves, boilers, tanks, or vats in which chemical reactions are taking place	___	___	___
Watch equipment all day in which chemicals are being distilled	___	___	___
Kill animals in a slaughter house	___	___	___
Work with standardized formulas and timetables	___	___	___
Start up and shut off electric switches to control a process such as mixing paint	___	___	___
Tend tanks and vats, watching temperature dials and pressure guages	___	___	___

(Co.)
(11)

	L	D	?
Make measurements, using calipers and micrometers	___	___	___
Operate a milling machine to produce tool parts	___	___	___
Work from blueprints and models	___	___	___
Perform complicated setups of machine tools	___	___	___
Observe a machine with 100,000 working parts for signs of disorder	___	___	___
Control a machine by finger-tip action on a control panel filled with knobs, dials, and switches	___	___	___
Operate giant presses which produce hundreds of tons of force to form metal objects	___	___	___

	L	D	?
Keep mind on various details of a large machine: lights, dials, switches, buttons, levers, handles, cranks, etc....................	___	___	___
Learn to judge how much the lifting capacity of a crane's boom is affected by being on a hillside................	___	___	___
Operate a large bus in rapidly moving traffic..	___	___	___
Ease heavy trucks into tight parking places and narrow alleys...........	___	___	___
Being "on the move" from one construction site to another.................	___	___	___
Learn a machine technique such as: extrude metal, spin yarn, weave plush draw wire...............	___	___	___
Operate a pile driver to drive steel beams into the ground..............	___	___	___

(Tr.)

	L	D	?
Stand in one place all day watching a machine turn out thousands of uniform items...................	___	___	___
Work in a large manufacturing plant filled with row on row of ceiling high machines...........	___	___	___
Work with tape-controlled machines to produce metal parts.............	___	___	___
Operate a punch press to squeeze articles into shape....................	___	___	___
Start and stop electric motors according to signal from another worker..................	___	___	___
Tend machine shop equipment which is automatically run by tape control.................	___	___	___

(Co.)

	L	D	?
Use very small hand tools to assemble and adjust delicate watch parts....	___	___	___
Make artificial limbs, assembling parts according to principles of anatomy	___	___	___
Make wigs.................	___	___	___
Learn glass blowing and make hollow glass objects.................	___	___	___
Custom make fur coats, taking care of all details to make a perfect garment.................	___	___	___
Use a magnifying glass to inspect precision instrument parts..........	___	___	___
Use plyers, screw drivers, wrenches, and tweezers..	___	___	___
Make hats, adapting design from a model............	___	___	___
Inlay ornamental woods to make fancy objects......	___	___	___
Use magnifying glass to inspect diamonds for flaws....................	___	___	___
Hand assemble very small parts under a microscope	___	___	___
Use a small bench lathe to repair a small optical part....................	___	___	___
Do fine handwork on furniture...............	___	___	___
Tune a musical instrument by checking with tuning fork.....................	___	___	___
Cut and polish precious stones..................	___	___	___
Reweave damaged Oriental rugs, reproducing original design..............	___	___	___
Make a violin, adjusting strings until right tonal quality is obtained...................	___	___	___
Hand embroider baby garments...................	___	___	___
Run small motors at different speeds to detect faults by sound.........	___	___	___

(Cr.)

	L	D	?
Decorate a cake	___	___	___
Sew on shirt collars in a garment factory	___	___	___
Grade fruit by observing small differences in size and color	___	___	___
Cement shoe soles	___	___	___
Bolt together an automobile part every few seconds as the parts move by on a conveyer belt	___	___	___
Assemble rifles at a factory	___	___	___
Insert air valves into tires on a factory production line	___	___	___
Inspect dry cleaned garments for spots	___	___	___
Match the design in cloth before sewing	___	___	___
Thread and adjust a sewing machine	___	___	___
Spray paint lawn chairs	___	___	___

(Co.)
(13)

	L	D	?
Lay out a plumbing system.	___	___	___
Match the edges of wallpaper precisely	___	___	___
Work with sheet metal, brick, pipes, paint, and cement	___	___	___
Calculate the cost of materials needed to construct a building	___	___	___
Work with tools such as squares, rulers, and levels	___	___	___
Change the location of your job several times during the year	___	___	___
Be a stonemason, placing each individual stone in a manner to build up an artistic appearance	___	___	___
Work on scaffolding, roofs, skeleton structures, and other heights	___	___	___
Set off explosives at excavation sites	___	___	___

	L	D	?
Work in all kinds of weather	___	___	___
Do finish work on a building, striving to obtain neat and attractive final appearance	___	___	___
Read blueprints	___	___	___
Build fancy brick chimneys for suburban homes.	___	___	___
Use chain, cable, and rope to secure structural steel to a hoist so it can be moved	___	___	___

(Cr.)

	L	D	?
Use tools such as crowbars and jacks	___	___	___
Operate electric welding equipment in a shipyard.	___	___	___
Rivet airplane body parts.	___	___	___
Cover houses with slate roofing, alining shingles properly	___	___	___
Signal workers who are working around moving cranes	___	___	___
Apply waterproofing materials to walls	___	___	___
Prepare walls for painting by scraping off old paint	___	___	___
Climb ladders and steep steps	___	___	___
Tear out earth with a bulldozer	___	___	___

(Co.)
(14)

	L	D	?
Run motors at different speeds to detect motor troubles	___	___	___
Test drive automobiles to determine engine capacity	___	___	___
Build up chain links in a knitting machine to produce a design in the hosiery it knits	___	___	___
Maintain automated machines in good working order	___	___	___

	L	D	?
Repair electric ranges	___	___	___
Repair color television sets	___	___	___
Read blueprints	___	___	___
Work with wrenches, pliers, and other hand tools	___	___	___
Control electricity generating units to maintain a a specified flow of electricity to consumers	___	___	___
Adjust counterweights on looms to correct faulty warp tension	___	___	___
Repair high voltage power lines which are knocked out during bad storms	___	___	___
Use precision measuring instruments such as squares, micrometers, and plumb bobs	___	___	___
Lay out experimental electrical circuits	___	___	___
Test newly assembled electrical instruments to see that they will operate properly	___	___	___
Draw up a diagram for the electrical wiring system for a home	___	___	___
Install TV antennas, grounding properly to protect against lightening	___	___	___
Place shafts, belts, and pulleys properly to connect a motor to a large machine in a factory	___	___	___
Work with electrical diagrams and color coded parts and wires	___	___	___
Set up a textile machine, following diagrams	___	___	___

(15)

	L	D	?
Reproduce drawings to scale	___	___	___
Blend inks to match a delicate color	___	___	___
Be careful of spelling, punctuation, and hyphenation	___	___	___
Tint valentines and calendar sketches by hand	___	___	___
Use etching acids to produce the half-tone type of pictures which appear in newspapers	___	___	___
Paint lettering on signs	___	___	___
Hand color photographs to produce a lifelike appearance	___	___	___
Do lettering with stencil	___	___	___
Follow strict time and temperature requirements in developing films	___	___	___
Do freehand painting of designs on ornamental glassware	___	___	___
Bind covers to books and perform other book finishing tasks	___	___	___
Use hands to set type for newspaper headlines	___	___	___
Adjust inking mechanism on printing press to produce properly printed newspaper	___	___	___
Develop, print, and enlarge photographs	___	___	___

(16)

	L	D	?
Work underground	___	___	___
Dig with pick and shovel	___	___	___
Operate earth digging machinery	___	___	___
Set off explosives	___	___	___
Work where complicated safety precautions must be observed	___	___	___
Work as a member of a crew	___	___	___
Set up pneumatic drilling machinery	___	___	___
Work in underground shafts and tunnels	___	___	___
Blast out rock	___	___	___
Wedge and bolt steel retaining walls to prevent cave-ins in mine tunnels	___	___	___
Drill blasting holes in rock	___	___	___

(17)

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The COUNSELOR'S HANDBOOK and COUNSELOR'S DESK AID are being forwarded in response to your request.

We should like to obtain feedback from users of these publications as to their strengths and weaknesses from the point of view of the user's particular needs. Such information will be helpful in planning future revision. Any comments you care to make will be appreciated. Address to

Jewell Boling
Employment Service Specialist (Counseling and Testing)
U. S. Department of Labor
Room 251, Vanguard Building
1111 20th Street, N. W.
Washington, D. C. 20036